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Joseph Ruzicka

Vol. XXII, No. 1

April, 1929



GUILFORD COLLEGE

BULLETIN OF INFORMATION

CATALOGUE NUMBER
1928-1929

Announcement
1929-1930

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

Entered at Guilford College, N. C., as second-class matter
under act of Congress August 24, 1912

1929 - 30

V. 22

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ACADEMIC CALENDAR

1929

September 6th Registration of Freshmen
September 10th

Registration of Sophomores, Juniors, and Seniors

September 11th Class Work Begins

October 5th Examinations for Removing Conditions

November 12th First Quarter Ends

November 28th Thanksgiving Holiday

November 30th Henry Clay Oratorical Contest

December 19th, 11:30 a.m. Christmas Holidays Begin

1930

January 2nd, 1:15 p.m. Christmas Holidays End

January 16th, p.m., to 23rd, inclusive. .Mid-Year Examinations

January 24th Second Semester Begins

February 22nd Zatasian Oratorical Contest

March 8th Examinations for Removing Conditions

March 28th Third Quarter Ends

March 28th, 11:30 a.m. Spring Holidays Begin

April 3rd, 1:15 p.m. Spring Holidays End

April 12th Websterian Oratorical Contest

May 17th Philomathean Oratorical Contest

May 26th to May 31st Final Examinations

May 31st Senior Class Day

May 31st Alumni Day

June 1st Baccalaureate Service

Sermon before the Christian Associations

June 2nd Commencement Day

Conferring of Degrees

Commencement Address

ADMINISTRATIVE BOARDS

BOARD OF TRUSTEES

	<i>Term Expires</i>
H. A. White, High Point, N. C.	1929
D. R. Parker, High Point, N. C.	1929
J. Elwood Cox, High Point, N. C.	1930
Richard L. Hollowell, Greensboro, N. C.	1930
C. P. Frazier, Greensboro, N. C.	1931
W. E. Blair, Greensboro, N. C.	1931
Zeno H. Dixon, Elkin, N. C.	1932
David White, Greensboro, N. C.	1932
D. D. Carroll, Chapel Hill, N. C.	1933
C. F. Tomlinson, High Point, N. C.	1933
Joseph D. Cox, High Point, N. C.	1934
Paul C. Lindley, Pomona, N. C.	1934

AUXILIARY COMMITTEES

Advisory Committee

	<i>Term Expires</i>
Helen T. Binford	1929
Notre M. Johnson	1929
Roxie D. White	1929
Mary M. Petty	1930
Lelia D. Hill	1930
Bertha E. Cox	1930
Hettie O. Hollowell	1931
Myrtle Tomlinson	1931
Alice Paige White	1931

Girls Aid Committee

In charge of New Garden Hall

Helen T. Binford	Guilford College, N. C.
Marguerite C. Kerner	Greensboro, N. C.
Laura P. Hodgin	Greensboro, N. C.
Ada Blair	High Point, N. C.
Sarah R. Haworth	Burlington, N. C.
May R. Cox	High Point, N. C.
Ida E. Millis	Guilford College, N. C.
Evelyn M. Haworth	Guilford College, N. C.
Rachel F. Taylor	High Point, N. C.

Honorary Members

Mary M. Hobbs	Guilford College, N. C.
Adelaide E. White	Guilford College, N. C.

STANDING COMMITTEES OF THE BOARD OF TRUSTEES

Auditing and Finance—R. L. Hollowell, C. P. Frazier.

Boarding Department—C. P. Frazier, Zeno H. Dixon, W. E. Blair.

Buildings and Grounds—R. L. Hollowell, D. Ralph Parker, Paul C. Lindley, H. A. White.

Endowment Fund—J. Elwood Cox, David White.

Farm Committee—Paul C. Lindley, W. E. Blair.

Literary Committee—D. D. Carroll, C. F. Tomlinson, Zeno H. Dixon.

Officers and Faculty—D. D. Carroll, Jos. D. Cox, C. F. Tomlinson.

COLLEGE OFFICERS OF ADMINISTRATION

RAYMOND BINFORD	<i>President</i>
BERTHA M. B. ANDREWS	<i>Dean of Women</i>
D. ELTON TRUEBLOOD	<i>Dean of Men</i>
KATHARINE C. RICKS	<i>Librarian</i>
N. ERA LASLEY	<i>Registrar</i>
HILL TURNER	<i>Business Manager</i>
MAUD L. GAINES	<i>Treasurer</i>
ELIZABETH BRUCE	<i>Dietitian</i>
EMILY R. LEVERING	<i>Matron New Garden Hall</i>

FACULTY COMMITTEES

Athletics for Men—Algie I. Newlin, L. Lyndon Williams, J. Wilmer Pancoast, Norman W. Shepard.

Athletics for Women—Bertha M. B. Andrews, Eva G. Campbell, Dorothy Gilbert.

Campus—L. L. Hobbs, Hill Turner, Eva G. Campbell.

Credentials—N. Era Lasley, L. Lyndon Williams, Samuel Haworth.

Debates—D. Elton Trueblood, Elwood C. Perisho, Philip W. Furnas, Duane McCracken.

Examinations—J. Wilmer Pancoast, L. L. Williams, Eva Miles.

Executive—L. L. Hobbs, Hill Turner, Samuel Haworth, Bertha M. B. Andrews, D. Elton Trueblood, Algie I. Newlin.

Lectures and Entertainment—Elwood C. Perisho, Eva G. Campbell, J. Wilmer Pancoast, Maud L. Gainey, Helen T. Binford, Max Noah, Hill Turner.

Library—Katharine C. Ricks, Dorothy Gilbert, J. Franklin Davis, N. Era Lasley, Philip W. Furnas, E. G. Purdom, G. S. Mumford, R. G. Frounck.

Personnel—D. Elton Trueblood, Algie I. Newlin, L. Lyndon Williams, Hill Turner, Norman W. Shepard, Duane McCracken, Bertha M. B. Andrews, Eva G. Campbell, Dorothy Gilbert, Elizabeth Bruce, N. Era Lasley, Emily R. Levering, Katharine C. Ricks.

Publications—Samuel L. Haworth, N. Era Lasley, Philip W. Furnas, Elwood C. Perisho, Hill Turner.

Social—Bertha M. B. Andrews, D. Elton Trueblood, Eva G. Campbell, Helen T. Binford, L. Lyndon Williams, J. Wilmer Pancoast, E. G. Purdom, Eva Miles.

FACULTY

RAYMOND BINFORD *President of the College
and Professor of Biology*

B.S., Earlham College, 1901; M.S., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph.D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College, since 1918.

LEWIS LYNDON HOBBS *President Emeritus*

A.B., Haverford College, 1876; A.M., Haverford College, 1883; LL.D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS *Professor of Greek and
Biblical Literature*

A.B., Haverford College, 1875; A.M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philosophy, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Guilford College, since 1888.

ELWOOD CHAPPELL PERISHO . . *Lecturer, Professor of
Geology and Director of College Extension*

B.S., Earlham College, 1887; M.S., Earlham College, 1889; M.S., University of Chicago, 1895; Fellow University of Chicago, 1894-1895; LL.D., Earlham College, 1910; Assistant in Science, New Garden Boarding School, 1887-1888; Professor of Mathematics, Guilford College, 1888-1893; Assistant in United States Geological Survey (field work), 1894; Professor of Geology and Physics, Wisconsin State Normal, 1895-1903; Professor of Geology, University of South Dakota, and State Geologist of South Dakota, 1903-1914; Dean of the College of Arts and Sciences, University of South Dakota, 1907-1914; President of the State College of Agriculture and Mechanical Arts, South Dakota, 1914-1919; Educational Administrator and Lecturer, U. S. Army Educational Corps, 1919-1920; Member of Faculty American Army University, Beaune, France, 1919; Lecturer, Guilford College, since 1920.

J. WILMER PANCOAST *Professor of Mathematics*

B.S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago; Instructor in Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

EVA GALBREATH CAMPBELL *Associate Professor
of Biology*

A.B., Ohio Wesleyan University, 1915; A.M., Ohio State University, 1919; Graduate Student, University of Chicago, summer 1916; Marine Biological Laboratory, Woods Hole, Mass., summer 1922; Graduate Student, Ohio State University, summer 1924; Instructor in Biology, North Carolina College for Women, 1919-1924; Guilford College, since 1924.

SAMUEL L. HAWORTH *Professor of Biblical
Literature and Religion*

Ph.B., Chattanooga University; A.M., Brown University; Graduate Student, Chattanooga University, 1908; Professor of Biblical Literature, Wilmington College, Wilmington, Ohio, 1908-1911; Graduate Student Brown University, 1911-1913; Minister in Friends Meeting, Minneapolis, Minn., 1913-1919; High Point, N. C., 1919-1923; Traveler and Student in Europe, 1923-1924; Guilford College, since 1924.

ALGIE INNMAN NEWLIN *Professor of History
and Political Science*

A.B., Guilford College, 1921; A.M., Haverford College, 1922; Graduate Student Columbia University, summer 1923; Graduate Student University California, summer 1924; Graduate Student University of Wisconsin, summer 1925; Graduate Student Johns Hopkins University, 1926-1927; History, Burlington High School, 1922-1923; History, Pacific College, 1923-1924; Guilford College, 1924-1926, and since 1927.

HILL TURNER *Business Manager of the College
and Professor of Education*

A.B., Vanderbilt University, 1918; A.M., Columbia University, 1924; Research Scholar, Columbia University, 1925-1926; Teacher, Massey Preparatory School, 1913-1918; Educational Director, Prison Service of Y.M.C.A., Europe, 1919-1923; Business Manager and Professor of Education, Guilford College, since 1926.

DOROTHY LLOYD GILBERT *Instructor in English*

A.B., Earlham College, 1925; A.M., Columbia University, 1929; Teacher in Public High Schools of Ohio, 1922-1923 and 1925-1926; Director of Physical Education for Women, Guilford College, 1926-1927. Instructor in English, Guilford College, since 1926.

DUANE MCCracken *Professor of
Economics and Business*

A.B., Penn College, 1918; A.M., University of Wisconsin, 1920; Teacher in Public Schools of Iowa, 1913-1914; Teacher of Economics, Hibbing Junior College, 1920-1922; Instructor and Graduate Student in Economics, University of Minnesota, 1922-1927; Professor of Economics and Business, Guilford College, since 1927.

LYLE LYNDON WILLIAMS *Professor of Education*

B.S., Guilford College, 1922; A.M., University of North Carolina, 1927; Principal Vienna High School, Forsyth County, N. C., 1922-1925; Graduate Student, University of North Carolina, 1925-1926; Statistician, State Department of Education, North Carolina, 1926-1927; Professor of Education, Guilford College, since 1927.

D. ELTON TRUEBLOOD *Dean of Men and
Professor of Philosophy*

A.B., Penn College, 1922; S.T.B., Harvard University, 1926; Graduate Student, Brown University, 1923-1924; Student Hartford Theological Seminary, 1923-1924; Student Woodbrook, (England), summer, 1924; Graduate Student Harvard University, 1924-1926; Dean of Men and Professor of Philosophy, Guilford College, since 1927.

BERTHA MAY BELL ANDREWS . . . *Dean of Women and
Director of Physical Education for Women*

Graduate of the Normal School of Gymnastics, now the Department of Hygiene, Wellesley College, 1904; The Bible Institute, Chicago, summer, 1906; Student of Spanish, Buenos Ayres, 1909-1910; Columbia University, summer, 1926; Head of Department of Hygiene and Physical Education, Moses Brown School, 1904-1906; Acting Head of Physical Education, Miss Knox School, 1907-1908; Head of Department of Physical Education N. C. C. W., 1908-1909; Missionary in the Argentine Republic, 1909-1913; Head of the Department of Hygiene and Physical Education, Bates College, 1913-1917; Dean of Recreation Course for War Workers and Acting Head of the Division of Physical Education, National Board of the Y. W. C. A., 1918-1919; Organizer and Head of the Department of Hygiene and Physical Education, Colby College, 1921-1923; Dean of Women and Director of Physical Education for Women, Guilford College, since 1927.

PHILIP W. FURNAS *Professor of English*

A.B., Earlham College, 1913; A.M., Harvard University, 1916; Teacher of English, Oakwood School, 1913-1915; Instructor in English, Earlham College, 1916-1919 and 1921-1925; Graduate Student in English, Harvard University, 1915-1916 and 1925-1927; Professor of English, Guilford College, since 1927.

E. GARNES PURDOM . . Associate Professor of Physics

A.B., Centre College, 1923; M.S., University of Chicago, 1927; Instructor in Physics, Kentucky College for Women, 1922-1923; Instructor in Physics, Ashland Kentucky High School, 1923-1926; Graduate Student in Physics, University of Chicago, for five quarters, 1926-1927; Associate Professor of Physics at Guilford College, since 1927.

MAX STEPHEN NOAH Professor of Music

A.B., Iowa State Teachers College, 1927; Teacher's Diploma in Voice and Piano, Iowa State Teachers College, 1927; Concert Tour with Redpath Lyceum Bureau three seasons; Organist and Director of Music in the leading churches, Waterloo, Iowa, 1921, 1924-1925; Conductor of the City Male Chorus, Waterloo, Iowa, 1924-1926; Head of Department of Music, Guilford College, since 1927.

WILLIAM MILFORD LOFTON, JR. Professor of Chemistry

A.B., Mississippi College, 1925; A.M., University of North Carolina, 1926; Ph.D., University of North Carolina, 1928; Professor of Chemistry Mississippi College, summer 1926; Teaching Assistant in Chemistry, University of North Carolina, 1925-1927; Professor of Chemistry, Guilford College, since 1928.

GROVER SAMUEL MUMFORD Professor of Romance Languages

A.B., Duke University, 1921; A.M., Columbia University, 1928; Head of the Department of Modern Languages, New Hanover High School, Wilmington, N. C., 1921-1927; Assistant Professor of Modern Languages, North Carolina State College Summer School, 1926-1928; Professor of Romance Languages, Guilford College, since 1928.

EVA MILES Associate Professor of Modern Languages

A.B., Pacific College, 1924; Traveler and Student in Europe, 1924-1925; A.M., Williamette University, 1926; Instructor in German, Williamette University Summer School, 1926; Professor of Modern Languages, Pacific College, 1926-1928; Guilford College, since 1928.

ROSS GILBERT FROUNICK Associate Professor of Latin and Spanish

A.B., Syracuse University, 1914; A.M., Syracuse University, 1925; Graduate Student, University of Michigan, summers, 1916-1925; University of Chicago, summers, 1917, 1918, 1920, 1921; Syracuse University, summers, 1923, 1924; Columbia University, summers 1926-1927; Student American Academy in Rome, Italy, summer, 1928; Professor of Latin and Modern Languages, Lebanon Valley College, 1920-1922; Instructor in Latin, Middlebury College, 1922-1923; Instructor in German, University of Maryland, 1923-1924; Instructor in German and Spanish, Michigan State College, 1924-1926; Guilford College, since 1928.

NORMAN W. SHEPARD *Director of Physical
Education for Men*

B.S., University of North Carolina, 1923; University of Illinois Summer School, 1922; Notre Dame Summer School, 1923; Coaching Staff University of North Carolina, 1922-1924; Instructor, University of North Carolina Summer School for Coaches, 1922-1923; Guilford College, since 1928.

ELIZABETH CARENE BRUCE *Associate Professor of
Home Economics*

B.S., University of Georgia, 1921; A.M., Columbia University, 1928; Professor of Home Economics Georgia Normal School, 1921-1927; Professor of Home Economics, Guilford College, since 1928.

DOROTHY WILBUR NOAH *Instructor in Music and
Expression*

A.B., Iowa State Teachers College, 1926; special work with Lowell Welles, 1922-1925; with Luther Richman, 1925-1926; with Harriett Case, Cosmopolitan School of Music, Chicago, 1926; with Oscar Saenger, New York, 1927; with Dr. John Finlay Williams, Dayton, Ohio, 1928; Instructor in Junior Academy, Marshall Fields, 1927; Teacher in Public Schools of Iowa Falls, in 1926-1928; Instructor in Voice and Expression in Guilford College, since 1928.

ELEANOR B. NORTH . . *Associate Professor of English*

A.B., Pennsylvania State College, 1923; A.M., Pennsylvania State College, 1925; Graduate student at Pennsylvania State College in the summers from 1923-1927; Teacher in the Department of English at Juniata College, 1925-1928; Assistant Professor of English at Guilford College, in the absence of Dorothy Gilbert, during the first semester of 1928-1929.

EUGENE J. COLTRANE *Professor Elect
of Education*

A.B., Guilford College, 1907; A.M., Columbia University, 1925; Graduate Student in ten summer sessions in the following universities: University of Virginia, Cornell University, University of North Carolina, Harvard University and Columbia University. The General Education Board Fellow at Columbia University, 1924-25; County Superintendent Randolph County, 1907-10; Superintendent Jamestown High School, 1910-19; Superintendent Roanoke Rapids High School, 1919-29; Professor of Education Duke University, summer 1927; Professor of Education, North Carolina College for Women, summer 1927.

GUILFORD COLLEGE

HISTORY

Guilford College had its beginning in the New Garden Boarding School, an academy chartered in the year of 1834 under the laws of the State of North Carolina. The New Garden Boarding School opened its doors in 1837 with an enrollment of fifty students—twenty-five boys and twenty-five girls—and was operated continuously for fifty-two years. In 1888, an amendment to the Act of Incorporation was enacted which granted the institution the authority to confer degrees and changed the name to Guilford College.

A preparatory department was operated in conjunction with the college until 1923; since that time only academic work of collegiate grade, leading to the degrees of Bachelor of Arts and Bachelor of Science, has been offered.

Guilford College is now classified as an A-Class College through membership in the Association of Colleges and Secondary Schools of the Southern States. It is similarly classified by the North Carolina Department of Education, in coöperation with the North Carolina College Conference. It is also on the list of colleges approved by the American Medical Association. The work of the college, therefore, is accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities throughout the nation.

This briefly is the story of the legal history of the college. The roots of its life, however, run deep into the entire history of the State and colony of North Carolina. The Society of Friends in North Carolina was one of the first religious bodies to form a permanent organization. George Fox, the founder of the Society, visited North Carolina in 1672 and the records of Friends in North Carolina embrace a period of 231 years. Their desire to found an institution of learning grew out of a conviction that a democratic fellow-

ship, based on the individual responsibility characteristic of early Friends' meetings for worship, required an educated membership. It was founded, therefore, not so much to produce a trained ministry as to produce a trained society.

POLICY

The founders of New Garden Boarding School were interested, therefore, in establishing an institution where broad, liberal culture might be secured in homelike surroundings and under strong religious influences. This policy has been consistently pursued throughout the ninety years of uninterrupted service. It is the purpose of Guilford College to lay a broad foundation for life based on a knowledge of the literary, scientific, and social achievements of the race. To this foundation it hopes that its graduates will add a professional training as a preparation for great and efficient living. Although Guilford College is not a professional school, it does offer work in education sufficient to meet the State requirements for the certification of teachers in the public school and it does offer special pre-medical courses and other practical, scientific, business and pre-professional studies.

The enrollment of the college is limited to a group small enough so that every member may become personally acquainted with every other member. With such a number work may be carried on in a way to bring out the finest qualities of every individual in the college fellowship. With a student body of three hundred young men and women and a faculty of thirty, it is believed that the finest type of united, coöperative, sympathetic student work may be done. In a group of this size the individual is important. He counts for something. Everyone is essential to the well-being of the community as a whole.

RELIGIOUS INFLUENCES

Guilford College is under the control of the Society of Friends, but in its practice it is non-sectarian. Among its students are young people of many denominations. There is a daily chapel service which all attend. Both the Young Women's Christian Association and the Young Men's Christian Association occupy prominent places in the activity of the student body. At mealtime, in prayer meetings and in Sunday School work, faculty and students coöperate in the upbuilding of Christian character.

LOCATION

Guilford College is located on the Friendly Road in Guilford County, North Carolina, five and one-half miles west of the city of Greensboro. The entrance to the college grounds is one mile from the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem. The campus is happily situated in the rolling oak and hickory woodland of the Piedmont region which is noted for its mild and healthful climate.

Historically, this vicinity is rich with interest. A few hundred yards from the campus on the Friendly Road is the Dolly Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe Cannon," and three miles to the north is the famous battle ground of Guilford Courthouse. Near the campus granite stones mark the site of the old Yearly Meeting House used as a hospital during that battle.

BUILDINGS AND GROUNDS

The College property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic fields occupy thirty acres. About half of the remainder has been cleared for cultivation. The college maintains its own dairy and truck gardens.



Church

Memorial
Y. M. C. A.

King
Library

New Garden
Archdale

Cox

Founders

Spitz
NY



The campus with its fine old oaks is the peer of any in the State. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and unusually pleasing in appearance.

Founders Hall stands at the end of the main driveway. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and third floors equipped as a dormitory for girls. On the first floor are the college dining room, the halls of the Philomathean and Zatasian Literary Societies, the office and apartment of the Dean of Women, and reception rooms. The home economics laboratory and class rooms are also in this building.

Archdale Hall was erected in 1886, and was named in honor of the Quaker Governor, John Archdale. In 1927, this building was completely renovated and will now house comfortably forty men. On the first floor are the Men's Center and a committee room for student activities.

Y. M. C. A. Hall was built in 1891 to accommodate the Young Men's Christian Association. On the first floor are the Y.M.C.A. hall and dressing room for the athletic teams. The second floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies. This hall also houses the music department.

Memorial Hall was erected in 1897 by the former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon. It contains the administrative offices, book store, postoffice, chemical laboratory and lecture rooms, biological laboratory, auditorium, office of the student publications, *The Guilfordian* and *The Quaker*, and museum.

New Garden Hall was erected in 1907 by the Girls Aid Committee of North Carolina Yearly Meeting to house those girls who are willing to reduce expenses by coöperative housekeeping. The Hall affords accommodations for fifty-two

girls, besides a reception room and living room for the matron. In recent years, student service has been extended to the other dormitories, but the income from the Girls Aid endowment is still used for the maintenance of New Garden Hall and for loans and appropriations to needy young women.

The Library. The present library building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in its appointments, having a fire-proof stack room with steel shelving and a large vault. It is in this vault that the early minute books of most of the Quaker Meetings in North Carolina and many other manuscripts of great historical value are stored. These have been carefully classified and catalogued and are used extensively for historical and genealogical research.

The Library contains more than ten thousand volumes. A small group of students is admitted to the Library for a special study of the technique of the care and administration of a library.

The reading room is well supplied with the State papers and the best magazines and periodicals representing general literature and the special departments.

King Hall. The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains seven class rooms, the physics laboratory and the laboratory for freshman science.

Cox Hall is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms and each group of four has its own shower bath and lavatory. There is hot and cold water in each room. In the basement is a locker room and shower baths for day students and visiting athletic teams.

The Museum. The cabinet of natural history contains specimens representing a wide range of natural objects which are of great value for illustrating the work in biology, geology, and chemistry. The display of these objects is of real interest to the many visitors at the college.

The Gymnasium, erected in 1898, contains a basketball floor 50 by 76 feet and two galleries for spectators at intercollegiate contests.

Athletic Fields. The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, and track. It is surrounded by a quarter-mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving room for all to play who desire to do so.

The Laboratories. The College possesses four laboratories: Chemistry, Physics, Biology, and Home Economics. These laboratories are equipped with modern apparatus and offer adequate facilities for up-to-date scientific work in the leading sciences.

THE MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.

ENDOWMENT

More important than the buildings and equipment for guaranteeing the permanent quality and success of the work of a college are the Endowment Funds which supply an income to supplement the tuition charges in meeting the operating expenses of the institution. Within recent years

the endowment of the college has been substantially increased. The total fund now amounts to \$570,000. Our friends have established many special funds for the support of scholarships, the care of buildings and grounds, and the maintenance of special departments of instruction. A list of these funds will be published in connection with the Annual Report of the President and Treasurer of the College. The plant and the endowment are now estimated to be worth \$1,025,000.

REQUIREMENTS FOR ADMISSION

Graduation from an accredited high school or the equivalent is required for admission to Guilford College except in the case of special students.

Candidates for admission to the Freshman Class must have completed the required subjects listed below.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited high school.

Applicants who are not graduates of an accredited high school must present a record of the work they have done and a certificate showing that the college entrance examination has been passed.

SUBJECTS REQUIRED

Entrance certificates must show the completion of the following units in order to secure Freshman standing:

English	3 units
Algebra	1½ units
Plane Geometry	1 unit
Foreign Language	2 units
History	1 unit
Electives	6½ units

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

Students who intend to major in Mathematics or one of the sciences to receive the degree of Bachelor of Science should, if possible, present French or German for entrance.

The amount of credit given for work in Natural History, General Science, Physics or Chemistry will depend upon the laboratory work done in connection with the course as shown by a laboratory notebook, which the applicant must submit

in order to receive credit amounting to more than one-half unit.

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the notebooks or other records which the student may submit.

One unit in Biblical Literature is accepted from Sunday Schools which comply with the standards set by the Council of Church Boards of Education.

ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

<i>Subjects</i>	<i>Maximum Units</i>
English	4
Social Science, including History and Civics	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Physiography	1 or .5
General Science	1 or .5
Biology	1 or .5
Botany	1 or .5
Zoology	1 or .5
Physiology	1 or .5
Chemistry	1 or .5
Physics	1 or .5
Drawing	1
Vocational Subjects	
Commercial Geography .....	.5
Agriculture	2
Manual Training	2
Home Economics	2

Stenography	1
Commercial Arithmetic	1
Bookkeeping	1
Bible	2
Music	2
Expression .....	.5

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed the high school course, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared. Graduates of accredited high schools who have not completed the required subjects listed on page 19 will be classed as irregular students.

SPECIAL EXAMINATIONS

Examinations for the removal of conditions will be held in October and March each academic year. A student applying for these examinations must notify the Registrar at least two weeks before the date of examination.

Conditions should be removed at the first regular examination period after receiving a conditional grade; if not then removed, a fee of two dollars must be paid in order to secure an examination. A student who neglects to take the first two opportunities to remove a condition or who fails

to pass the examination a second time must repeat the course to secure credit for it. Should absence from school or illness prevent the student from taking any examinations, another opportunity will be allowed.

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, and *E*. *A* indicates a grade from 91 to 100; *B* from 81 to 90; *C* from 70 to 80; and *D* from 50 to 69; and *E* below 50. The numerical grades do not appear on the reports. Failure is indicated by a grade of *D*. Such a grade carries with it the privilege of taking a special examination. An *E* grade for the semester indicates that the course must be repeated in order to secure credit for it.

CHANGING CLASSIFICATION

No student shall be allowed to change his classification without the consent of the Registrar and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after registration. A student who drops a course later than one month after the beginning of the semester will have a failure recorded for the course.

REQUIREMENTS FOR GRADUATION

Graduation is based on four years of study beyond the high school course. Each year consists of thirty-six weeks of study. The work is measured in semester hours. One semester hour represents one recitation and two hours of preparation, or the equivalent, each week for eighteen weeks. To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours and make an average grade of 75%.

A degree will not be given to any one who has done less than one year of work in residence at Guilford College, and the last half year of the work required for the degree must be done in residence. In the application of this rule twelve semester hours will be considered one-half year's work.

In planning a college course two phases of work must be provided for. First, provision must be made for a widening of the intellectual horizon by excursions into the various fields of knowledge. Second, an opportunity must be provided for a student to do extensive study in the special field in which his personal interests lie. So far as the intellectual requirements for graduation go, the difference between the various colleges lies in their methods of meeting these two needs of the student. Some arrange the courses offered into three or more groups, and require the student to select a certain number from each group. Other colleges select from the different departments certain courses which they require all the students to take. The assumption has been made that introductory courses taken in any order would adequately serve the purpose of widening one's culture. The failure of the college graduate to have any general comprehension of the relationships of the various fields of knowledge or of the relationship of this knowledge to life's problems hardly justifies the assumption that an arbitrary selection of courses is efficient or even defensible. A much better assumption is that there is a logical order in which to proceed and that it is desirable to bring this knowledge into practical relationship with life problems.

COURSE OF STUDY

The outline given below shows the general program for the college course. The subjects printed in ordinary type above the black line are required of all students. The foreign language may be Greek, Latin, French, German or Spanish, unless the choice is limited by the department in which the student is majoring. A choice is allowed between college algebra and mathematical analysis, except for students who intend to do further work in mathematics. They must take college algebra. The head of the department of Religion may allow some choice in the courses that may be taken to fulfill the requirement in Biblical literature.

In deciding what course to pursue in meeting the requirements of major and related subjects, students should consult their faculty advisers or the head of the department in which they are planning to major.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
6 Natural Science	6 Psychology and Social Science	6 Social Science	6 Philosophy and Religion
6 English	6 Literature and Art	6 Biblical Literature	6 <i>Elective</i>
6 Foreign Language	6 Foreign Language	6 Major or Related Subject	6 Major or Related Subject
6 Mathematics	6 Major or Related Subject	6 Major or Related Subject	6 Major or Related Subject
6 MAJOR	6 MAJOR	6 MAJOR	6 MAJOR
2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education

In selecting the required subjects outlined on page 24 we have tried to proceed in a historical and logical order. English, Foreign Language and Mathematics are considered tools with which one does intellectual work. They should, therefore, be mastered early in the college course. The natural sciences preceded psychology and the social sciences in the order of their development and they also, in a way, form the basis on which the other sciences are built. The natural and social sciences furnish the materials out of which a philosophy is built. A knowledge of the fine arts is highly valuable for the understanding of man and his social relationships and Biblical literature may well be considered a prerequisite to the study of Christian philosophy. By means of informal discussion groups we will be able to point out the contributions that the natural and social sciences make to an understanding of our daily life and problems.

In the section of the curriculum marked "major and related subjects," the student has an opportunity to exercise his personal preferences and to follow some special line of study with the purpose of mastering it. He will first choose his major subject, then he will turn to the department in which his major is found and learn what related subjects are proposed. Chemistry is related to Biology; Physics is related to Mathematics. A student taking one should take the other. There will be a considerable range of choice allowed in the related subjects, but a student should bear in mind that the related subject chosen in the Sophomore year is to be continued through the Junior and Senior years and the related subject chosen in the Junior year is to be continued through the Senior year. Students expecting to teach should begin a study of Education as a related subject in the Sophomore year and should continue it through the next two years. Students who have any prospect of doing graduate work should continue the study of French and German through the Sophomore and Junior years as subjects related to the major. A reading

knowledge of these two languages is necessary for the satisfactory pursuit of graduate work.

A student must do a minimum of 24 semester hours' work in the subject he has chosen for his major and must make an average grade of 81% in that subject in order to be allowed to continue to major in it.

Candidates for the degree of bachelor of arts must elect their majors from the departments of Religion, English, French, German, Greek, History, Economics, Latin, or Music. Candidates for the bachelor of science degree must elect their majors from the departments of Biology, Chemistry, Home Economics, Mathematics, or Physics.

Proficiency in the use of the English language is required of all students. This will be determined by standard tests. All students are required to take six hours of English in the first year, but students who cannot prepare themselves to pass the standard test by a course of six hours will be required to take more.

Each student is required to learn at least one foreign language. Some will be able to do this in two years. Others may require a longer time. A standard test will be provided to determine whether or not a foreign language has been learned.

No student shall be admitted to a third year of work in any subject without the consent of the head of the department.

EXTRA HOURS

No student shall be allowed to carry more than eighteen hours of college work without special permission of the faculty and never more than twenty-one hours.

Piano and voice lessons shall be counted in the maximum number of hours a student may carry.

No student is eligible to take extra hours unless he has passed all his work and made *B* on fifty percent of it during the preceding semester.

THESIS

A dissertation on some scientific or literary subject is required of all Seniors. The subject must be related to a department in which the student has done at least eighteen hours work.

Third year students who have a general average of 85% or more on all their subjects or who have an average of 90% or more on their major subjects will be allowed to make six semester credits on a senior thesis provided the subject is chosen before September 10th. The subject must be a major subject and the outline for the work approved by the head of the department and the committee appointed from the faculty.

PHYSICAL EDUCATION

Eight hours of the requirements for graduation must be in *Physical Education*, two hours of which may be earned each year during the college course.

PROFESSIONAL COURSES

Courses are arranged to meet the needs of those students who are planning a professional career. **Pre-medical, pre-engineering, pre-law** courses and courses for **religious workers** are given special consideration. Courses for those planning to teach are arranged so that the students may meet the Stats requirements for the certification of teachers and at the same time meet the requirements for a degree from Guilford College.

OUTLINE OF COURSES

The courses of instruction are numbered in accordance with a uniform plan. Odd numbers indicate the first semester, even numbers the second semester of the academic year. Courses designated 1-2, 23-24, etc., run through the first and second semesters, beginning with the first semester. Students should consult the head of the department concerned with regard to their selection of courses.

ANCIENT LANGUAGES

LATIN

The aim of the work in the Latin Department is threefold: linguistic, historical, and literary. It seeks to give the student not only a thorough knowledge of the grammatical structure of the Latin language, but also a foundation for the acquisition of a better understanding of the modern languages; in the various courses the historical background, especially in its more human aspects, is emphasized with the purpose of giving the student a comprehensive view of ancient life; and, finally, Latin literature is considered for its own value as well as for its influence on later literatures. In all courses a constant effort is made to bring the past into vital connection with the present by tracing the influence of Roman thought, customs, and institutions on modern life.

A major in Latin shall consist of at least twenty-four semester hours. The student will have a comparatively wide choice in the selection of related subjects. Ancient History is required, and Greek, English, German, French, and Spanish are particularly recommended.

Latin 1-2—Elementary Latin. Three hours each week. Credit: three hours each semester.

Designed for students who have had no Latin, or only one year of Latin in high school. Grammar, syntax, composition, and the reading of easy Latin. Emphasis is placed on the relation of Latin to English and to the Romance languages in vocabulary and syntax.

Latin 3-4—Intermediate Latin. Three hours each week.
Credit: three hours each semester.

Thorough review of Latin grammar; practice in composition; and the reading of selections from Caesar's Gallic War and Cicero's Orations, or from Latin of a similar degree of difficulty.

Prerequisite: *Latin 1-2*, or two years of high school Latin.

Latin 5-6—Virgil and Ovid. Three hours each week. Credit: three hours each semester.

The class will read at least four books of Virgil's Aeneid during the first semester, and selections from the works of Ovid, chiefly the Metamorphoses, during the second semester. Appreciation of the Aeneid as one of the masterpieces of the world's literature. Consideration of the tales in the Aeneid and the Metamorphoses as containing the foundation of the modern short story and novel. Study of Mythology, and practice in the metrical reading of Latin.

Latin 11-12 is required in connection with this course.

Prerequisite: *Latin 3-4*, or three years of high school Latin.

Latin 7-8—Cicero, Livy, and Horace. Three hours each week.
Credit: three hours each semester.

The reading for the first semester will be taken from Cicero's essays (De Senectute, De Amicitia, and De Officiis) or from Livy's Histories. In the second semester selected Odes and Epodes of Horace will be read with emphasis on form and content.

This course alternates with *Latin 9-10*. *Latin 11-12* is required in connection with it, unless it has previously been taken with *Latin 9-10*.

Prerequisite: *Latin 5-6*, or four years of high school Latin.

Not offered 1929-1930.

Latin 9-10—Pliny and Martial. Three hours each week.
Credit: three hours each semester.

Selected Letters of the Younger Pliny and Epigrams of Martial will be read in an effort to reconstruct and interpret the social, literary, and political life of the early Empire.

This course alternates with *Latin 7-8*. *Latin 11-12* is required in connection with it, unless it has previously been taken with *Latin 7-8*.

Prerequisite: *Latin 5-6*, or four years of high school Latin.

Latin 11-12—Latin Composition. One hour each week.
Credit: one hour each semester.

An elementary course. The subject matter will be varied from year to year so that the course may be repeated with credit. Extra work is required when the course is taken the second time.

Latin 13-14—Latin Prose and Poetry. Three hours each week. Credit: three hours each semester.

The work in this course will be adapted to the needs and interests of advanced students.

Latin 15—Roman Private Life. Three hours each week. Credit: three hours first semester.

A study in English of the various aspects of the private life of the Romans. This course aims to unify and supplement the knowledge of Roman life obtained by the student from other courses.

Latin 16—The Latin Element in Modern Speech. Three hours each week. Credit: three hours second semester.

The indebtedness of English to Latin in vocabulary and syntax. The relation of Latin to the Romance languages.

GREEK

A major in Greek shall consist of twenty-four credit hours of Greek. A student pursuing this major must also take twelve credit hours of Latin and twelve hours of work in French or German. Other related subjects must be worked out with the head of the department.

Greek 1-2—Grammar and Composition. Three hours each week. Credit: three hours each semester.

The first semester in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost, Greek Primer. In the second semester, two books of Xenophon, Anabasis are read.

Greek 3-4—Anabasis, and Selections from Herodotus and Homer. Three hours each week. Credit: three hours each semester.

In the second semester, the third book of the Anabasis and about an equal amount of Herodotus are read in the first semester. The second semester is given to Homer, Iliad.

Greek 5-6—Selections from Plato, Thucydides, and New Testament. Three hours each week. Credit: three hours each semester.

During the first semester of the third year Plato, Apology and Crito, and Thucydides are read. The last semester is given to New Testament Greek. See Department of Religion.

Greek 7-8—Advanced Greek. Three hours each week. Credit: three hours each semester.

This course will be arranged to meet the wishes and abilities of the members of the class.

BIOLOGY

The Department of Biology offers work leading to the degree of Bachelor of Science. The courses for a major in this department have been planned with a definite sequence. This is necessary for an accumulative knowledge of the subject and for mental growth. The plan is so made that the last year includes six hours of individual work devoted to some special problem and a written report of the results obtained.

A major includes not only from 24-30 hours in biology but a total of 48 hours, which includes some allied subject or subjects, according to the field in which the student wishes to place the emphasis.

If a student is planning to teach, the State Department of Education requires thirty hours of biology, one year each of chemistry, physics, and geography (geology may be substituted), 15 hours of general education, 3 hours of special methods, and 3 hours of practice teaching.

For a medical course or for graduate work as much chemistry as possible should be taken and at least one year in physics. This work also should be accumulative in content. This alone is not sufficient, as most graduate schools require a reading knowledge of French and German.

In home economics, general biology, bacteriology, and physiology are required. Bacteriology and physiology are open to all students having completed *Biology 1-2*.

Biology 1-2—General Biology. Two lectures and six hours of laboratory each week throughout the year. Credit: four hours each semester.

This course consists of a study of the general facts, processes, and laws that govern the existence of living things. Plants will be studied in the first semester and animals in the second. Their structure will

be observed, their life-history worked out, and the life process learned. One finds in this course those fundamental facts which make it possible to understand one's own body. The principles of organization and co-operation are also discussed.

Biology 3-4—Vertebrate Zoology and Comparative Anatomy.

One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

In this course the structures of the different types of vertebrate animals will be studied and their origin and relationships discussed.

Prerequisite: *Biology 1-2.*

Biology 5—Heredity and Evolution. Three hours each week.

Credit: three hours second semester.

Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into the consideration of the evolutionary theory.

Prerequisite: *Biology 1-2.*

Biology 6—General Embryology. One lecture and six hours of laboratory each week. Credit: three hours first semester.

The development of the vertebrate animal from the egg to the adult form is followed, the chick being used as the chief example for observation.

Prerequisite: *Biology 1-2.*

Biology 7-8—Advanced Biology. Three lectures, or nine hours of laboratory each week. Credit: three hours each semester.

Courses in morphology or physiology of plants or in cytology, histology, or physiology will be offered according to the wishes of students who are prepared to take them.

Biology 9—Bacteriology. One lecture and six hours of laboratory each week. Credit: three hours first semester.

The lectures deal with the morphology and physiology of bacteria in general, including a brief discussion of the industrial and hygienic applications of bacteriology, and with infection, immunity, and the specific infectious diseases. Laboratory includes the preparation of culture media and a study of some of the more important non-pathogenic bacteria, observing and recording the biological changes in cultures under observation, the preparing and staining of bacteria, also the examination of water and milk.

Prerequisite: *Biology 1-2.*

Biology 10—Physiology of the Human Body. Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A study of the physiological processes of the human body.

Biology 11—Biology Seminar. Credit: to be determined by amount and quality of work done. First semester.

Open only to advance students in biology.

Biology 12—An Introduction to Biology. Two lectures and four hours of laboratory work each week. Credit: three hours second semester.

This course is required of all freshmen. It undertakes a general survey of the field of Biology. Demonstrations and some training in technique are given.

Equipment. The Department of Biology and the Museum of Natural History occupy a well lighted room on the first floor of Memorial Hall. A lecture room in the same building is shared with the Department of Chemistry. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 by 60 feet, is well equipped for all of the courses offered. The working tables accommodate twenty students at one time; each student is furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials, and apparatus for both elementary and advanced work in histology, anatomy, cytology, and embryology; collecting apparatus and small aquaria and a large teaching collection of biological specimens, minerals, formations, and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

CHEMISTRY

The Department of Chemistry offers a sequence of courses leading to the degree of Bachelor of Science and fitting students to enter the industrial field or pursue graduate work. The courses are also arranged to satisfy the needs of teachers of Science, of Home Economics and of pre-medical students.

A major in Chemistry shall consist of *Chemistry 1-2, 3-4, 6 and 7-8* or their equivalents. The most important related subject is mathematics, which should be continued for two years beyond the freshman year. Students who thus prepare themselves should elect physics in the junior year and continue it through the senior year. Students who are unwilling to take the mathematics should take up biology in the sophomore year and continue it for two or three years. For chemical engineering, especially if one should rise to a manager's position, training in economics would be especially valuable. Students who are planning to teach should elect 18 hours from the courses listed under Education, and also take a course in special methods in chemistry. In addition to this, those who expect to teach in a small high school should include biology, physics, and geology, instead of taking advance work in mathematics. Those who are looking forward to graduate work should arrange their courses so as to secure a reading knowledge of French and German.

Chemistry 1-2—General Chemistry. Two lectures and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a thorough study of the more important elements and their compounds and the laws which govern them. It is designed to be of general educational value and to give at the same time an accurate knowledge of elementary Chemistry and the methods of scientific study. No credit will be given for a half year's work in this course.

Chemistry 3-4—Qualitative Analysis. One lecture and six hours of laboratory each week. Credit: three hours each semester.

This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals.

Prerequisite: *Chemistry 1-2.*

Chemistry 6—Quantitative Analysis. One lecture and six hours of laboratory each week. Credit: three hours second semester.

A brief study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods. The course is planned for pre-medical students, but all students majoring in Chemistry are required to take it.

Prerequisite: *Chemistry 1-2 and 3-4.*

Chemistry 7-8—Organic Chemistry. Two lectures or recitations and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a study of the principal compounds of carbon and their derivatives. This course is required of all students majoring in Chemistry and will be essential to students of medicine.

Chemistry 9—Theoretical Chemistry. Lectures and three hours of laboratory each week. Credit: three hours first semester.

A course in elementary physical Chemistry, with emphasis on atomic structure, kinetic theory, properties of solids, liquids, and gases, properties of solutions, and applications of physical chemistry to qualitative and quantitative analysis.

Chemistry 11—Advanced Qualitative Analysis. Lectures and laboratory; first semester. Credit: to be determined.

A further study of the methods used in separating bases and acids, with special emphasis on the principles involved. Minerals, alloys, commercial products, etc., are analysed.

Chemistry 12—Advanced Quantitative Analysis. Laboratory and lectures; second semester. Credit to be determined.

This is a continuation of Chemistry 6 and consists of the analysis of minerals, gas, iron, steel, and alloys.

Chemistry 13—Teaching of Chemistry. Lectures, conferences, and practice work in laboratory supervision. Students will

attend one lecture or conference period per week, and oversee and direct laboratory work in *Chemistry 1-2*. Credit, as arranged—not to exceed three hours; first semester.

Prerequisite: *Chemistry 1-2, 3, and 6*.

Chemistry 14—Chemistry of Food and Nutrition. Lectures, laboratory work, and outside reading three hours each week. Credit: three hours second semester.

This course comprises a study of the organic and inorganic food-stuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials, are taken up.

Prerequisite: *Chemistry 1-2, and 7*.

Chemistry 15—Chemistry Seminar. Lectures, laboratory and outside reading; first semester. Credit to be determined.

Arranged primarily for students majoring in Chemistry. The work consists of solving some simple research problem.

ECONOMICS AND BUSINESS

The department of Economics and Business has a three-fold purpose: In the first place, it aims to help the student understand our present economic order. Second, it aims to call attention to our most important economic problems, and where possible, to suggest methods of solution. Third, it aims to give the student the rudiments of a practical business training.

A major in the Department of Economics and Business shall consist of at least twenty-four semester hours of Economics and Business subjects. *Economics 1-2* is required of all. *Economics 3* and *Economics 4* are recommended for the first year student who plans to major in the department.

Economics 3 and *Economics 4* give the student a descriptive background, *Economics 1* and *Economics 2* give him an understanding of fundamental principles, and the succeeding courses give him the opportunity to apply these principles to the more practical business problems.

Not later than the end of the Freshman year, the student should choose a related subject to be carried along with his major. The choice should depend chiefly on the vocation which he intends to pursue. For specific advice he should consult the head of the department.

Economics 1-2—General Economics. Three hours each week.
Credit: three hours each semester.

The purpose of this course is to give the student a clear understanding of the fundamental principles governing the production, exchange, distribution, and consumption of wealth. The method will be primarily class discussion based upon a textbook and collateral reading. Open to second, third, and fourth year students.

The entire course must be completed before credit can be given for either semester.

Economics 3—Industrial and Commercial Geography. Three hours each week. Credit: three hours first semester.

The purpose of this course is to study the relation between geographic conditions on the one hand and our commercial and industrial life on the other. It includes a descriptive treatment of the geographic distribution of our economic resources and the currents of world commerce.

Economics 4—Economic Geology. Three hours each week.
Credit: three hours second semester.

(For description see *Geology 4*.)

Economics 5—Money and Currency. Three hours each week.
Credit: three hours first semester.

This is a careful study of our present monetary system. The points of a good monetary system are emphasized and monetary fallacies explained. Historical developments are traced briefly. Foreign systems are compared with our own.

Prerequisite: *Economics 1-2*.

Not offered 1929-1930.

Economics 6—Credit and Banking. Three hours each week.
Credit: three hours second semester.

This is a descriptive and analytical study of the development of banking and credit. The marks of a good banking system are pointed out and the various aspects of banking and credit policy are analyzed. European banking systems are compared with our own.

Prerequisite: *Economics 1-2*.

Not offered 1929-1930.

Economics 7-8—Principles of Accounting. Textbooks and laboratory work. One recitation and two laboratory periods each week. Credit: three hours each semester.

This is a study of the principles and practice of keeping business accounts. It includes practice in keeping business records, analysis of books of account and financial statements, and a study of accounting principles.

Laboratory fee: three dollars each semester.

Prerequisite: *Economics 1-2* if not taken simultaneously.

Economics 10—Principles of Marketing. Textbooks, problems, and laboratory work. Three hours each week. Credit: three hours second semester.

This course deals with marketing functions, agencies, and problems. It includes a study of marketing methods and policies, standardization, price quotations, and produce exchanges.

Prerequisite: *Economics 1-2*.

Not offered 1929-1930.

Economics 11—Labor Problems. Textbook, required readings, and reports. Three hours each week. Credit: three hours first semester.

This course is a brief survey of our most important labor problems. It deals with labor organization, industrial relations, and labor legislation.

Prerequisite: *Economics 1-2*.

Not offered 1929-1930.

Economics 12—General Sociology. Textbook, individual reports, and collateral reading. Three hours each week. Credit: three hours second semester.

The purpose of this course is to help the student to understand society. It is a study of social activities, social forces, and institutions. Means of social control are examined. Open to Juniors and Seniors.

Economics 13—Business Finance. Textbook, original sources, and lectures. Three hours each week. Credit: three hours first semester.

This course deals with the financial policy and financial management of corporations. The study includes capitalization, sale of stocks and bonds, and the determination of profits and dividends.

Prerequisite: *Economics 1-2*.

Economics 14—Business Organization and Management. Textbook, lectures, and reports. Three hours each week. Credit: three hours second semester.

This is a study of the best methods of organizing and administering business enterprises. It deals with types of organization, layout, standardization, and controlling operations.

Prerequisite: *Economics 1-2*.

Economics 21-22—Seminar in Business Problems. Maximum credit: three hours each semester.

This course is designed especially for honor students. It will consist of original study and investigation on the part of the student under the direction of the instructor. Advanced business students may register on permission of the instructor.

EDUCATION

It is the purpose of the Department of Education to develop in the pupil an appreciation of the value of the school as an institution; to impart a knowledge of educational principles and methods of teaching; and to equip him for service as teacher in the elementary and secondary schools of North Carolina. Students desiring to teach should consult the department with regard to the requirements of the North Carolina State Department of Education for teachers' certificates.

Education 1-2—An Introduction to the Study of Education. Three hours each week. Credit: three hours each semester.

This course is for sophomores, and is an introductory survey course in Education. It provides a background for other courses in the department. It is intended to equip the student to choose a branch of educational work for further study; to help him later on to deal with his citizenship problems, and especially to become an intelligent school-board member, councilman, or parent. The course will be concerned with the plans for the organization of public education; the place and importance of education in our national life; and to present-day problems of education as they relate to the pupil, the teacher, and the parent. Freshmen may enroll for this course by special permission.

Education 3—History of Education. Three hours each week. Credit: three hours first semester.

This course deals with the evolution of educational principles and practices. While a general survey of early European educational development is undertaken, the chief emphasis is placed on the last

two centuries. A comprehensive review of the educational movements of this period is undertaken in order that the student may be made conscious of the reform conceptions of early modern times.

Education 5—Educational Sociology. Three hours each week.

Credit: three hours first semester.

This course deals with the principles of Sociology as related to Education. Social forces, processes, and values as effecting education will be discussed and emphasis will be placed on the importance of the school as a social institution.

Education 6—Educational Psychology. Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

Education 7—Tests and Measurements. Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements such as the nature of measurements, the derivation of educational scales and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Not offered 1928-1929.

Education 10—Elementary School Methods. Three hours each week. Credit: three hours second semester.

This course deals specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

Education 11—Principles of Secondary Education. Three hours each week. Credit: three hours first semester.

This course covers a brief survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school, and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

Education 12—High School Methods. Three hours each week.
Credit: three hours second semester.

After a preliminary survey of the psychology of high school subjects the practical problems of teaching these subjects are covered in considerable detail. The aim of this course is two-fold: first, to give the student a knowledge of the nature of high school subject matter; second, to give him a working knowledge of the methods of high school instruction.

Home Economics 9—Special Methods in Home Economics.
Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Home Economics.)

Philosophy 1—General Psychology. Three hours each week.
Credit: three hours first semester.

(See course outlined in the Department of Philosophy.)

ENGLISH

A student majoring in English is expected to acquire an adequate knowledge of English and American literature in combination with an ability to use the English language in a creditable fashion, with some feeling for style. A background of history, classical languages and literature, and of the literature of other nations will be expected. In addition to twenty-four hours of work in the Department of English, a choice from the following courses in related subjects is expected: *a.* Education (for students who expect to teach), *b.* A classical language, *c.* Philosophy, *d.* Biblical Literature, *e.* History, *f.* Courses in writing. Whichever course is begun in the sophomore year should be carried on through the junior and senior years. A second related subject, taken up in the junior year, should be carried on through the senior year. Courses in the Department of English must be taken as nearly in the order indicated by the numbers of the courses as possible. *English 1-2* and *English 3-4* must be taken in the first and second years respectively.

ENGLISH AS A TOOL

At the end of the course in first year English students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and in the preparation of a report with properly referred authorities and a bibliography, will be required.

English 1-2—English Composition. Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

English 3-4—Survey of English Literature. Three hours each week. Credit: three hours each semester.

In the first semester, a study is made of the prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times concerned. The chief poets and prose writers of the Romantic and Victorian periods are studied in the second semester.

Prerequisite: *English 1-2.*

English 5-6—Romantic Movement, and Tennyson and Browning. Three hours each week. Credit: three hours each semester.

The poetry of Wordsworth, Byron, Shelley, and Keats, and aspects of the Romantic movement. In the second semester Tennyson and Browning are studied.

Not offered 1929-1930.

English 7—Nineteenth Century Prose Writers. Three hours each week. Credit: three hours first semester.

This course might be termed "Nineteenth Century Thought" since it will center upon the literary men who wrote and lectured upon such subjects as the natural sciences, economics, philosophy, politics, religion, literature and art. Some of the important works of Carlyle, Ruskin, Emerson, Arnold, Newman, Mill, and Huxley will be studied for thought and style. Lectures and discussions.

English 8—American Literature. Three hours each week. Credit: three hours second semester.

A survey course in prose and poetry from the Colonial period to the present. Class readings and collateral readings. Lectures, discussions, and reports.

English 9-10—Shakespeare. Three hours each week. Credit: three hours each semester.

At the beginning of the course some attention will be devoted to a study of the growth and development of English drama and the principles governing drama. Six or seven of Shakespeare's important plays will be studied in detail in class; others will be read outside class but discussed in class. Lectures will be given on both groups.

English 11—Argumentation and Debating. Three hours each week. Credit: three hours first semester.

At the beginning of the course students will be given some training in informal public speaking, in outlining and giving short talks. Then will follow a study and practice of the principles of argumentation and debating. Lectures, discussions, outlining, brief-making, class speeches and debates.

Prerequisite: *English 1-2.*

Not offered 1928-1929.

English 12—Practical Writing. Three hours each week. Credit: three hours second semester.

Articles and short stories of the contributors to our best present-day magazines will be analyzed. Students will be required to write essays and stories with these magazine productions as models. Lectures, discussions, and readings.

English 13—Anglo-Saxon. Three hours each week. Credit: three hours first semester.

Introductory course in Anglo-Saxon. A study of grammar and syntax, translations.

English 14—Beowulf. Three hours each week. Credit: three hours second semester.

A thorough study, in the original, of the English epic. In both courses, English 13 and 14, the languages of the older periods will be compared with modern English.

English 16—Journalism. Three hours each week. Credit: three hours second semester.

An introductory course dealing with the history of journalism in America, the form of the news story, the feature story, the editorial and news writing. Lectures, discussion, much writing.

Not offered 1929-1930.

English 18—Contemporary Literature. Three hours each week. Credit: three hours second semester.

Lectures, reports, and reading in poetry, essay, novel, and drama of today.

English 19—General Literature. Required of all sophomores. Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

EXPRESSION

Expression 1—Oral Interpretation. One private lesson and two class lessons each week. Credit: three hours first semester.

This course is planned with a view to the individual development of the student; to help him gain an appreciation of literature and to train him to a vocal interpretation of it. The fundamentals of speech, enunciation and pronunciation, with exercises to overcome the defects of the voice will be stressed.

This course alternates with **Expression 3** and will be given 1930-1931.

Fee: \$20.00 each semester.

Expression 2—Play Production. One private lesson and two class lessons each week. Credit: three hours second semester.

This course is especially recommended to prospective teachers and to those who will be called upon to take part in and to coach amateur theatricals. Public performances of one act plays will be arranged; these will be staged, acted, and directed by students. Special attention will be given to training in simple stage mechanics.

This course alternates with **Expression 4** and will be given 1930-1931 and alternate years.

Fee: \$20.00 each semester.

Expression 3—Public Speaking. One private lesson and two class lessons each week. Credit: three hours first semester.

This course is planned to train the student in the fundamentals. A study will be made of various forms of public address, platform deportment and voice building. Especial attention will be paid to the presentation of original speeches. The principles and practice of parliamentary law and the conduct of public meetings will be addressed.

This course alternates with **Expression 1**.

Fee: \$20.00 each semester for private lessons.

Expression 4—Argumentation. One private lesson and two class lessons each week. Credit: three hours second semester.

This course will consist of a study of the principles of speech composition and their application in argumentative discourse.

Alternates with **Expression 2.**

Fee: \$20.00 each semester for private lessons.

GEOLOGY

Geology 1-2—General Geology. Class room, laboratory and field work. Three hours each week. Credit: three hours each semester.

This course will include:

1. Brief study of Astronomic and Physiographic Geology.
2. Investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers and oceans. Study of topographic maps.
4. A brief study of Structural and Historical Geology.

Geology 4—Economic, Structural and Historic Geology of United States and North Carolina. Three hours each week. Credit: three hours second semester.

This work is designed to follow the work in commercial geography offered in the department of Economics and Business, and will deal with the structural, historic and economic phases of geology and mineralogy.

Geology 5—The Earth. Three hours each week. Credit: three hours first semester.

A general survey of physical sciences, with lectures, demonstrations, and experiments, will be undertaken in this course. The work will include a general study of the earth in its astronomical relationship, its parts, the materials of which it is composed, and the natural forces operating on it.

Required of all freshmen.

GERMAN

The work outlined in the courses in German are designed to give students a thorough training in the grammar and literature of the language, and to prepare them for teaching or for graduate work.

Students who intend to major in German should plan their work with the head of the department. Students majoring in this department must secure six hours of credit in French as early in the college course as possible, and it is recommended that they continue the study of this language for two or three years. Those who present Latin for entrance may pursue it as a related subject in college, or may take up Greek as a related subject. European History is required, and students should take as much English literature and translation of the world's masterpieces as may be available from other departments.

German 1-2—Elementary German. Three hours each week. Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

Text: Zinnecker, *Deutsch für Anfänger*; Mueller and Wenkebach, *Glueck, Auf*; and some simple prose text.

This course is prerequisite to all other courses in German.

German 3-4—Advanced German Grammar and Composition. Three hours each week. Credit: three hours each semester.

Translation and outside reading, with written reports in German. If there is a demand, the course is divided in the second semester into two sections, one to make a survey of German Literature, the other to study scientific German.

Text: Gerstaecker's *Germelshausen*; Schiller, *Der Neffe als Onkel*; Stroebe and Whitney, *Geschichte der Deutschen Literatur*; Hodges, *A Course in Scientific German*; Gore, *German Science Reader*; or other intermediate texts.

Prerequisite: *German 1-2*.

German 5—Lessing and Schiller. Three hours each week. Credit: three hours first semester.

This course gives a study of the lives and influence of Lessing and Schiller, including extensive reading of their important works. Written reports are required.

German 6—Modern German Drama. Three hours each week. Credit: three hours second semester.

This course gives a study of such authors as Hauptmann, Fulda, and Sudermann.

German 7-8—Goethe. Three hours each week. Credit: three hours each semester.

This gives a study of the life and influence of Goethe, including reading of his important works. Written reports are required.

Prerequisite: *German 3-4.*

German 9-10—History of German Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *German 5-6 or 7-8.*

German 11—Faust. Three hours each week. Credit: three hours first semester.

An intensive study of Goethe's Tragedy and its composition.

HISTORY AND POLITICAL SCIENCE

A major in the Department of History and Political Science consists of a minimum of twenty-four hours chosen from the courses listed below, always including *History 5-6*. These courses are planned so that they must be pursued in their proper sequence. Students should consult the head of the department in order to plan properly the major work and the related subjects.

The literature of a nation helps the student to understand its history. Courses in English literature are, therefore, valuable as related subjects for the major in history. Courses in Biblical literature and religious education are of value in interpreting the history of western nations. They may, therefore, be selected as related work. Students are also urged to secure a reading knowledge of both French and German, not only for their value as undergraduate studies, but also because they are required for graduate work.

Students preparing to teach in the schools of North Carolina may take certain of the courses listed under Education in

order to meet the requirements of the State in the certification of teachers. There will be other students majoring in History who are planning to enter other careers, such as business or law. These will be given an opportunity to pursue courses in economics, sociology, or philosophy.

History 1-2—Ancient and Medieval History. Three hours each week. Credit: three hours each semester.

During the first semester a study is made of the ancient civilizations of the East, Egypt, Greece and Rome. The work of the second semester is a survey of the history of Europe from the time of the barbarian invasions to 1500. Particular attention will be given to the religious, political and cultural developments.

History 3-4—Modern and Contemporary European History. Three hours each week. Credit: three hours each semester.

A survey of the history of Europe from 1500 to the present time. Emphasis is placed on the commercial and colonial expansion of the people of Europe, the industrial development, events leading to the World War and attempts to bring about international organization.

Not offered 1929-1930.

History 5-6—American History. Three hours each week. Credit: three hours each semester.

This course begins with the Colonial Period and traces the economic and political developments to the present time. Special attention is given to constitutional development and to the various economic and political problems arising from the growth of the United States into world power.

Open to juniors and seniors.

Not offered 1929-1930.

History 7—The American Foreign Policy. Three hours each week. Credit: three hours first semester.

In this course emphasis is placed on the way the foreign policy is formulated and carried out, the struggle for neutral rights, the Monroe Doctrine, territorial expansion, problems of the Pacific, recent connection with European politics and Latin American relations.

Open to juniors and seniors.

History 8—Governments of Europe. Three hours each week. Credit: three hours second semester.

This course offers a comparative study of the constitutions, structures of governments, and political problems of England, Ger-

many, France, Switzerland, Italy and the new states of Central Europe.

Prerequisite: *History 3-4.*

History 9-10—American Government. Three hours each week.
Credit: three hours each semester.

In the first semester attention is given to the constitutional background, the establishment, structure, and functions of the various departments of the National Government. In the second semester State, Municipal, County and Township governments are studied.

Prerequisite: *History 5-6.*

History 11—Political Science. Three hours each week.
Credit: three hours first semester.

This course is designed to acquaint the student with the nature, origin and evolution of the state, the more important political theories and the nature and functions of government.

History 12—English Constitutional History. Three hours each week. Credit: three hours second semester.

A study of the origin and development of the English political institutions. The course is designed to be of interest to those who are interested in Government and Law. Open to juniors and seniors.

Not offered 1929-1930.

HOME ECONOMICS

The courses in Home Economics are designed to give the student a practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home, or to equip them for teaching the subject. Courses in related sciences are required in connection with the work of the department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or dietitian in a public or private institution.

A major in Home Economics shall consist of twenty-four credit hours selected from courses outlined below. A student pursuing this major must also take *Chemistry 7*, *Chemistry 14*, *Biology 9*, *Physiology*, *Economics*, and *Sociology*.

Students planning to teach Home Economics must take all the courses in this department outlined below and in addition must take the following: *Chemistry 7, Chemistry 14, Biology 9, Physiology, Economics, Sociology, Physics 1 or 2; Education 1, 2 and 6.*

Thirty hours credit in Home Economics is the maximum amount that will be given towards a Bachelor of Science degree and no college credit will be given for *Home Economics 9.*

Home Economics 1—Art Principles. One lecture and four hours laboratory each week. Credit: three hours first semester.

This course deals with the application of the different principles of art in water color, pencil, charcoal, cut paper work, and crayon.

Laboratory fee: \$6.00.

Home Economics 2—Clothing. One lecture and four hours of laboratory each week. Credit: three hours second semester.

Instruction given in darning, patching and the fundamentals of garment making. Garments of cotton and linen materials and a study of textiles.

Laboratory fee: \$12.00.

Home Economics 3—Clothing. One lecture, four hours of laboratory each week. Credit: three hours first semester.

This is a continuation of Home Economics 2. More difficult patterns are used; part of the time is given to the making over of garments. Shopping in relation to textiles and income is studied. Stress on wool; silk garments.

Prerequisite: *Home Economics 2.*

Laboratory fee: \$12.00.

Home Economics 4—Food and Cookery. One lecture, four hours of laboratory each week. Credit: three hours second semester.

This course includes the fundamental principles of preparation of foods; source and manufacture. Balanced menu planned and served.

Prerequisite: *Chemistry 1-2.*

Laboratory fee: \$16.00.

Home Economics 5—Food and Cookery. Three hours each week. Credit: three hours first semester.

Continuation of Home Economics 4. Emphasis placed on nutritious dishes at a moderate cost, basing the dishes on the average American family of five. Attention given to family service and more formal service.

Prerequisite: *Home Economics 4, Chemistry 1-2, Biology 1-2, Physiology.*

Laboratory fee: \$16.00.

Home Economics 6—Clothing. One lecture, four hours of laboratory each week. Credit: three hours second semester.

Continuation of Home Economics 4. History of costumes: clothing budget; factory systems in relation to the consumer are studied. Work in millinery. Emphasis on tailored garments; evening clothes.

Prerequisite: *Home Economics 2, and 4.*

Laboratory fee: \$12.00.

Home Economics 7—Nutrition. Three hours each week. Credit: three hours first semester.

Care and study of the digestive mechanism in relation to health. Study of nutritious foods for all ages. Dietaries studied.

Prerequisite: *Biology 1-2, Biology 9, Home Economics 4, Home Economics 5, Chemistry 1-2.*

Laboratory fee: \$6.00.

Home Economics 8—Dietetics. Two lectures and two hours of laboratory each week. Credit: three hours second semester.

A study of the digestion, assimilation and metabolism of food in the system. Emphasis on minerals and vitamins, and proper food for chronic diseases due to food. Rats will be fed to show relation to vitamins and food elements to health.

Laboratory fee: \$12.00.

Home Economics 9—Methods and Practice Teaching. Credit: three hours first semester.

A study is made of methods and textbooks used in high schools. Practice students have charge of the Guilford High School Home Economics Department.

Home Economics 10—Household Management. Credit: two hours second semester.

This course includes applied home economics in the home. Menus are planned on a monthly budget. Cost, nutrition of same are discussed. The house management is put on a business basis and students study it from a manager's standpoint. This prepares students for supervision of school cafeterias, etc.

Laboratory fee: \$5.00.

Home Economics 12—Home Nursing, Child Care and Training. Two hours each week. Credit: two hours second semester.

Care of the sick in the home is studied; also the care, health and behavior of the child.

Laboratory fee: \$3.00.

Home Economics 13—Interior Decoration and House Planning. One hour lecture and four hours laboratory each week. Credit: three hours first semester.

This course takes up the study of the evolution of the house, of modern planning, furnishing and interior decoration.

Laboratory fee: \$6.00.

MATHEMATICS

The courses in Mathematics are designed to meet the needs of students desiring later to do graduate work or to teach Mathematics in the public schools. The college requirement of six hours of Mathematics for all candidates for a degree may be satisfied by passing *Mathematics 1-2* or *3-4*.

Students majoring in Mathematics must take *Mathematics 1-2*, *5* and *6* in the first year; *Mathematics 7* and *8* in the second year; *Mathematics 9* and *10* in the third year; and *Mathematics 11-12* in the fourth year.

For a related subject students are required to take one year of Physics and should continue it for two or more years. A reading knowledge of French and German are strongly urged.

Chemistry or Biology or Geology or Economics may also be chosen as related subjects.

Students who wish to teach must take three years' work in Education.

Mathematics 1-2—College Algebra. Either *Mathematics 1-2* or *Mathematics 3-4* are required of all freshmen and students working for a degree. Three hours each week. Credit: three hours each semester.

This course begins with a review of the ground work of elementary algebra, and includes quadratic equations, indeterminate equations, progressions, the binomial theorem, and logarithms.

Text: Wells, *College Algebra*.

Mathematics 3-4—Mathematical Analysis. Either *Mathematics 1-2*, or *Mathematics 3-4* are required of all freshmen and students working for a degree. Three hours each week. Credit: three hours each semester.

A careful study is made of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to the linear, quadratic, cubic, trigonometric, logarithmic, and exponential functions. Also numerous applications to geometry are included in the course.

Text: Griffin, *Mathematical Analysis*.

Mathematics 5—Solid Geometry. Three hours each week. Credit: three hours first semester.

Text: Wentworth and Smith, *Solid Geometry*.

Mathematics 6—Trigonometry. Three hours each week. Credit: three hours second semester.

Derivation of formulae with their applications; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all students majoring in Mathematics.

Text: Granville, *Trigonometry*.

Mathematics 7—Analytic Geometry. Three hours each week. Credit: three hours first semester.

Theory of Cartesian and Polar coordinates; the straight line; the conic sections; the general equation of the second degree.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 8—Differential Calculus. Three hours each week. Credit: three hours second semester.

Text: Granville, *Differential Calculus*.

Mathematics 9—Solid Analytical Geometry. Three hours each week. Credit: three hours first semester.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 10—Integral Calculus. Three hours each week. Credit: three hours second semester.

Text: Granville, *Integral Calculus*.

Mathematics 11-12—Differential Equations. Three hours each week. Credit: three hours each semester.

A study of ordinary and partial differential equations, with their application to geometrical, physical and mechanical problems.

Text: Murray, *Differential Equations*.

Mathematics 13—Teaching of Mathematics. Three hours each week. Credit: three hours first semester.

This course is designed to assist those desiring to teach Mathematics in the public schools.

Text: Schultz, *The Teaching of Mathematics in Secondary Schools*.

Not offered 1929-1930.

Mathematics 14—Advanced Calculus. Three hours each week. Credit: three hours second semester.

Total and partial derivatives; theory of infinitessimala; development of series; definite integrals; approximations.

Text: Osgood, *Calculus*.

Mathematics 15—Descriptive Astronomy. Three hours each week. Credit: three hours first semester.

This course deals with the main facts of astronomy and offers an elementary explanation of the methods by which the dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained.

Not offered 1929-1930.

Mathematics 16—Surveying. Three hours each week. Credit: three hours second semester.

Numerous field problems in the use of the chain, tape, compass, transit and level. Stadia and plane table work. The use of the solar attachment. Re-surveys. Laying out and dividing land. Profile leveling and establishing grades. Computation of areas. Correct form of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work.

Not offered 1929-1930.

MUSIC

Music is an inherent attribute of the nation's life and thought. The musician is in demand in the schools, the churches, the concert halls, and the homes all over the land.

It is the aim of the Department of Music to combine the technique and theory of music, enriched by an appreciation of its aesthetic value, with a thorough background of cultural subjects. It is with this aim in view that the college offers a degree of Bachelor of Arts with a major in music.

Students desiring such a major must elect at least sixteen hours in applied music, either piano or voice, and eight hours or more in theoretical music and must give a successful recital before graduation.

Entrance Examinations: Students with any degree of proficiency in music may enter the applied music courses; but only those who develop sufficiently and show ability are considered for graduation with a major in music. In most cases an examination must be taken. Those seeking advanced standing in applied music are requested to bring statements from former teachers.

Credit: A student must have a knowledge of the rudiments of music before any credit for applied music will be given. This includes music notation, the construction of the pianoforte keyboard, and the main principles of music.

In addition to the work outlined in this department, a student must take 12 to 18 hours of related subjects. These may

be chosen from the departments of English or foreign language, philosophy or religion, or by special permission, from some other department.

Music Organizations, including Choral Society, Glee Clubs and Music Clubs, are described under *Student Organizations*, on page 69.

APPLIED MUSIC

Music 1-2, 3-4, 5-6, 7-8—Pianoforte. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

A systematically developed technical foundation is the first requirement in pianoforte. This is accomplished by the proper hand formation and by the use of carefully selected and graded technical exercises; these are designed to give control to the muscles of the fingers, hands and arms, so necessary for artistic results. At the same time the musical and aesthetic development of the student receives the most careful attention.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Piano for practice, five hours each week, \$5.00 each semester.

Ten hours each week, \$8.00 each semester.

Music 11-12, 13-14, 15-16, 17-18—Voice. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

True cultivation of the voice in singing consists in the correct development of pure tone quality and control. In order to accomplish this, two things are of utmost importance: correct breathing and proper support of the tone by the muscles of the body. A higher ideal is desired than the perfection of mere mechanical skill, viz.: a musicianly style of singing and all that is implied in the term *interpretation*, together with a thorough appreciation of the best works of the masters. Ability to sing in at least two foreign languages is required.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Piano for practice, five hours each week, \$5.00.

Ten hours each week, \$8.00 each semester.

Music 21-22 and 23-24—Violin and Violoncello. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester. Credit in this work does not count towards a Bachelor's degree.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

THEORETICAL MUSIC

Music 31—Theory of Music. Two hours each week. Credit: two hours first semester.

A study of the rudiments of music and its terminology, scales, intervals, chords, etc., as preparation for the study of harmony and overtones. Explanation of transposed instruments and various musical forms.

Music 32—Sight Singing. Two hours each week. Credit: two hours second semester.

The object of this course is to develop rhythm, to aid in reading music at sight, to learn music notation and analysis, and to study music construction to gain a musical background for further study in music.

Music 33—High School Music. One hour each week. Credit: one hour first semester.

Materials for high school music, including cantatas and operettas, are studied and explained. Courses of study in music for high school and junior high school are outlined, and training in advanced conducting is given.

Prerequisite: *Music 31-32.*

Music 34—Appreciation of Music. Two hours each week. Credit: two hours second semester.

Study of musical literature, vocal and instrumental, by means of a phonograph, voice and instruments. This course simply provides the student with a training that will enable him to understand and to appreciate the various forms of music and musical instruments.

Music 36—Harmony I. Two hours each week. Credit: two hours second semester.

Four part writing of triads of major and minor keys. Choice of chords. Harmonization of melodies and basses. Keyboard and original works.

Music 37-38—Harmony II and III. Two hours each week. Credit: two hours each semester.

This work follows **Harmony I**, and includes simple modulations and more difficult harmonizations.

Music 39—Harmony IV. Two hours each week. Credit: two hours first semester.

Altered chords. Harmonic analysis. Keyboard work applying previous material studied. Originals.

Music 40 and 41-42—Counterpoint I, II and III. Two hours each week. Credit: two hours each semester.

Melodic progressions, clefts, two, three, and four part counterpoint in all species. Canon and free imitation on choral themes.

Prerequisite: *Music 36, 37-38, 39.*

Music 43-44—History of Music. Three hours each week. Credit: three hours each semester.

I. A survey of music among primitive peoples, early church music, troubadours, minnesingers, and the invention of opera. Musicians from Bach to Weber.

II. The development of romanticism and program music. Musicians from Mendelssohn to Strauss.

III. Modern music in Italy, France, Russia, Scandinavia, England and America.

PHILOSOPHY

It is the purpose of the work in the department of Philosophy to train the student to view himself and his world as a whole. Though the courses listed below will prove useful to

those who pursue graduate study or to those who will enter professional life, their chief value is a cultural one.

Students who wish to major in this department must elect a minimum of 24 hours of work in Psychology and Philosophy. Six of these may be earned by individual work in the fourth year, provided one is entitled to this privilege according to the rules for senior thesis, given on page 27. Those intending to complete a major in this department should begin their work in the sophomore year.

Philosophy 1—General Psychology. Three hours each week.
Credit: three hours first semester.

A comprehensive attempt to understand human nature. This course is required of all candidates for a degree.

Philosophy 2—Social Psychology. Three hours each week.
Credit: three hours second semester.

A study of the human individual in his social aspects. Special attention is given to the behavior of crowds and the psychology of nationalism.

Prerequisite: *Philosophy 1.*

Philosophy 4—Genetic Psychology. Three hours each week.
Credit: three hours second semester.

A study of the origin and development of mental life in the child and the race. This course will be especially useful to those planning to teach in the lower grades.

This course alternates with *Philosophy 2.*

Prerequisite: *Philosophy 1.*

Not offered 1929-1930.

Philosophy 5-6—Philosophy Survey. Three hours each week.
Credit: three hours each semester.

A general introduction to the whole field of philosophy by means of acquaintance with representative ancient and modern systems.

Philosophy 7—Ethics. Three hours each week. Credit: three hours first semester.

Readings and discussion of the great contributions to ethical thought, especially that of Aristotle.

Prerequisite: *Philosophy 5-6.*

Not offered 1929-1930.

Philosophy 8—The Modern Mind. Three hours each week.
Credit: three hours second semester.

A consideration of the various streams of thought which have combined to make up what we know as the modern temper.

Prerequisite: *Philosophy 5-6.*

Not offered 1929-1930.

Philosophy 10—Appreciation of Art. Three hours each week.
Credit: three hours second semester.

Architecture, sculpture, painting, and music will be studied for the purpose of gaining an appreciation of these arts, and for the purpose of understanding the qualities of personality which are expressed in them.

Required of all sophomores.

PHYSICAL EDUCATION

The work in physical education is divided into two divisions—one for men and one for women. Each student is required to make eight hours credit in this department before graduation.

PHYSICAL EDUCATION AND ATHLETICS FOR MEN

It is the purpose of this department to work out a health and recreational program for every man in college. Since competitive sports offer excellent opportunities for exercise and the development of bodily control and at the same time give recreation to the mind, the physical education for men is based on intramural and intercollegiate athletics. Each man is given a physical examination and his program is worked out on the basis of his physical condition. Corrective drills and exercises are given to those who need them.

There are intramural contests in basketball, baseball, track, tennis, volley ball and touch football.

The intercollegiate sports are football, basketball, baseball, track, and tennis.

Each man is required to choose one or more sports in which he must participate three days each week. In addition to this, he must do a certain amount of academic work outlined below.

Physical Education 1-2—Hygiene and Sports. Three times each week. Credit: one hour each semester.

In addition to engaging in some sport three days each week, the students will make a systematic study of how to maintain a healthy body.

Required of all freshmen.

Physical Education 3-4—Sports and the Theory of Games. Three times each week. Credit: one hour each semester.

In addition to participation in some sport three days each week, the student is required to make a special study of some sport each semester.

Required of all sophomores.

Physical Education 5-6—Sports and the Character Building Aspects of Athletics. Three times each week. Credit: one hour each semester.

Required of all juniors.

Physical Education 7-8—Sports and Programs of Athletics and Recreation. Three times each week. Credit: one hour each semester.

Physical Education 9-10—Corrective Drills and Exercises. Three hours each week. Credit: one hour each semester.

This course is for those who have special physical defects that need correcting.

PHYSICAL EDUCATION AND HYGIENE FOR WOMEN

Every young woman in college is required to take work in the department of physical education. A thorough medical and physical examination is given to all students upon entering college. This not only enables the student to know her own physical condition in order that she may intelligently conduct her mental and physical activities, but enables the director to know just what the possibilities and limitations of the student are and what is really best suited to her needs. The department aims to provide ways and means to promote health and strength, to improve posture, to give relaxation from mental

work, and to aid in the development of precision, alertness, and grace of movement.

Costume—All students are required to provide themselves with the regular Guilford College gymnasium uniform. Full information will be given upon application.

Women's Athletic Association—See *Student Organizations*, page 73.

Physical Education 21-22—Hygiene. One hour each week. Credit: one hour each semester.

This course aims to give a practical knowledge of the proper management, protection, and care of the human body.

Physical Education 23-24—Individual Health Gymnastics and Corrective Exercises. Three hours each week. Credit: one hour each semester.

Required of all students classified for such work as a result of their physical and medical examinations.

Physical Education 25-26—General. Three hours each week. Credit: one hour each semester.

This course includes field hockey, gymnastics, folk dancing, basketball, baseball, marching, stunts, etc. Required of freshmen who are not classified for Physical Education 23-24.

Physical Education 27-28—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and aesthetic gymnastics. Required of sophomores not in Physical Education 23-24.

Physical Education 29-30—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and aesthetic gymnastics. Required of juniors not in Physical Education 23-24.

Physical Education 31-32—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and aesthetic gymnastics. Required of seniors not in Physical Education 23-24.

Physical Education 33—Theory and Practice of Physical Education. Three hours each week. Credit: three hours first semester.

This course is especially adapted to those who wish to supplement the teaching of other subjects with coaching, gymnastic teaching, etc. Open to fourth year students who have had all the required work in physical education in their first, second, and third years.

PHYSICS

The courses in physics are designed to prepare students for teaching this subject, for research and for practical work in the industrial field. Those who are majoring in physics must take *Physics 1-2* and *Physics 3-4*, and enough more to complete a minimum of 24 hours in this department.

Since mathematics is absolutely necessary for the study of physics, it is recommended as a related subject; trigonometry and differential and integral calculus are required. There is also a close relationship between physics and chemistry. It is, therefore, recommended that the students who intend to major in physics take chemistry during their freshman year and continue it during their junior year. A good command of the English language and a reading knowledge of French and German are strongly recommended for related subjects in this department.

Physics 1-2—General Physics. Three lectures and four hours of laboratory each week. Credit: four hours each semester.

In this course the principles and phenomena of Physics are taken up in detail. In the laboratory special attention is paid to accuracy of observation, measurement, and record in experimental work. A study of mechanics, properties of matter, gases, fluids, and heat is taken up in the first semester.

In the second semester magnetism, electricity, sound, and light are studied.

No credit is given for less than a year's work.

Physics 3-4—Elements of Electricity. Two lectures and four hours of laboratory each week. Credit: three hours each semester.

Fundamental principles of electricity and magnetism as a foundation for practical and theoretical studies in the subject.

Prerequisite: *Physics 1-2* or equivalent, and *Plane Trigonometry*.

Physics 5-6—Elementary Electron Theory. Lectures and recitations, three hours each week. Credit: three hours each semester.

Introduction to the modern electron theory of matter, based upon researches in electric discharges through gases, radio activity, photo-electricity, x-rays, thermionic emission, and modern theories of atomic structures.

Prerequisite: *Physics 3-4*.

Physics 7—Light. Lectures and laboratory work each week. Credit: three hours first semester.

A study will be made of the nature of light, velocity of light, reflection, refraction, interference, diffraction and an introduction to spectroscopy.

The class work will be accompanied by laboratory exercises in the fundamental phenomena of light and their measurement.

Prerequisite: *Physics 1-2*.

Physics 8—Elementary Mechanics. Three hours each week. Credit: three hours second semester.

Application of calculus to the elementary principles of statics and dynamics and the use of these principles in special problems.

Prerequisite: *Physics 1-2*.

Physics 9—Physics Seminar. Credit to be determined by amount and type of work done.

Intended only for those students majoring in physics.

Equipment. The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. The laboratory is supplied with water, gas and electricity, the latter at 110 volts A.C. and 110 and 15 volts D.C., and contains apparatus to demonstrate the principal phenomena of physics and for measurement of forces.

RELIGION

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who are expecting to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends.

A major consists of twenty-four hours selected from the courses herein described, the first part of which should be taken in the following order: *Religion 3, Religion 4, Religion 1, and Religion 2*. Students who are taking such a major should choose as related subjects Latin, Greek, English, Modern Language, History or Philosophy, with the expectation of completing eighteen hours in one subject and twelve hours in another. The selection of related subjects should be made in conference with the head of this department.

Religion 1—Hebrew History. Three hours each week. Credit: three hours first semester.

An outline study of Hebrew political and religious life from the period of the judges to the destruction of Jerusalem. Internal and external political changes are examined in their influence on moral and spiritual development. The messages of the prophets are studied in the light of their own times and the permanent religious value of their teachings estimated.

Religion 2—Jewish History. Three hours each week. Credit: three hours second semester.

A survey of the Babylonian exile, the return of Jews to Palestine, their life under Persian and Greek rule, independence under the Maccabees, as reflected in prophetic, apocalyptic and poetic writings of the various periods.

Religion 3—Beginnings of Christianity. Three hours each week. Credit: three hours first semester.

A study of the origin of Christianity as set forth in the gospels. The synoptic problem is considered briefly, the course being devoted principally to the outline and details of the life and ministry of Jesus, closing with an estimate of his person.

Religion 4—The Apostolic Church. Three hours each week.
Credit: three hours second semester.

On the historical and religious background of the first century this course represents a study of the early Christian community, the life and ministry of Paul, the spread of Christianity through the Roman provinces and the Christian literature of the period.

Religion 5—History of the Christian Church. Three hours each week. Credit: three hours first semester.

A survey of the Christian Church from the first century to the modern period, including growth, organization, doctrine, papal development, inner struggles, medieval decadence, and protestant reform.

Religion 6—History of the Friends. Three hours each week.
Credit: three hours second semester.

The course includes political and religious conditions in England in the 17th century, the experiences and ministry of George Fox and his associates, writings of prominent Friends, the settlement of Pennsylvania, causes and consequences of separations, recent developments and activities.

Religion 7—The Church: Worship and Ministry. Three hours each week. Credit: three hours first semester.

An inquiry into the nature of worship and the manner of holding Friends meetings, together with a study of the matter and form of the sermon. Designed especially for those who are preparing for the ministry among Friends, but open to all who are interested.

Religion 8—The Church: Organization and Work. Three hours each week. Credit: three hours second semester.

A comparative study of church organization with emphasis on the form of government as developed by Friends in the system of monthly, quarterly, and yearly meetings, and a survey of field and departments of work in the local meeting and in national and international service.

Religion 9—Principles and Methods of Teaching Religion. Three hours each week. Credit: three hours first semester.

This course includes a study of child nature, the aims of religious education, material to be used in such instruction, various types of teaching, the personality and qualifications of the teacher.

Religion 10—Organization of the Church School. Three hours each week. Credit: three hours second semester.

A study of the organization and administration of religious education in the church school and other institutions, including the graduation and management of pupils, and the training and supervision of teachers.

Religion 11-12—Biblical Literature. Three hours each week.
Credit: three hours each semester.

An introduction to the study of Old Testament literature, including an analysis of the first six books of the Bible and an examination of the authorship, literary style, and meaning of the prophetic writings.

Religion 14—Seminar in Religious Autobiography. One two-hour period each week. Credit: three hours second semester.

The members of the seminar read each week one of the sixteen books required in the semester. Representative books are: Augustine, *Confessions*, Newman, *Apologia*, and Woolman, *Journal*.

Open to third and fourth year and other mature students.

ROMANCE LANGUAGES

FRENCH

A major in French shall consist of 24 credit hours beyond *French 1-2*. A student pursuing this major must take either *Spanish 3-4*, or *German 3-4*, or their equivalent. Whichever one is chosen should be pursued for two years. Greek, Latin, History or English are recommended as related subjects.

Students who are expecting to teach in the public high schools must elect 18 hours of work in education.

French 1-2—Elementary Course. Three hours each week.
Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the French language.

French 3-4—Intermediate Course. Three hours each week.
Credit: three hours each semester.

Careful review of grammar, reading, translation, conversation.

Prerequisite: *French 1-2*, or an accredited high school course.

French 5-6—Survey of French Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

Not offered 1929-1930.

French 7-8—Seventeenth Century Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

French 9-10—Eighteenth Century Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

Not offered 1929-1930.

French 11-12—Nineteenth Century Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

SPANISH

Spanish 1-2—Elementary Course. Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the Spanish language.

Spanish 3-4—Intermediate Course. Three hours each semester. Credit: three hours each semester.

Careful review of grammar, reading, translation, and conversation.

Prerequisite: *Spanish 1-2*, or an accredited two-year high school course.

Spanish 5-6—Survey of Spanish Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *Spanish 3-4*.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

The two literary societies for young men, the Henry Clay and the Websterian, were organized in 1885. These societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into large rooms on the second floor of the Y.M.C.A. building.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The organizations occupy rooms on the first floor of Founders Hall.

The four societies meet every Friday night. During the year four formal inter-society receptions are given. Each society conducts annually an oratorical contest. The Henry Clay and Websterian societies are participating members of the North Carolina Intercollegiate Forensic Association.

THE CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. The two associations conduct jointly Bible classes each Sunday morning, and a six weeks mission study course is conducted during February and March. A number of outside activities are conducted by committees appointed from these associations.

The associations yearly send delegates to the interstate convention and to the student conferences at Blue Ridge.

Committees are appointed by the associations to meet new students on their arrival at Guilford College and to give them every possible assistance. The associations publish each summer a handbook of information about the college which is especially useful to new students. Social affairs of the college are in the

hands of committees appointed by the associations which work in conjunction with the faculty social committee.

Around the Y.M.C.A. and Y.W.C.A. the religious life of the college centers and from them radiates a Christian influence which penetrates every phase of college activity.

MUSIC ORGANIZATIONS

GUILFORD COLLEGE COMMUNITY CHORAL SOCIETY

The choral society is an organization of over one hundred and thirty voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability to read a part and a fair quality of voice is required for entrance.

Concentration in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. The "Messiah" by Handel is given annually before the Christmas recess. Works of prominent composers are sung at the annual commencement in June.

THE MINNESINGERS

The boys' glee club forms a prominent place in Guilford College musical activities. Its membership is limited to twenty-eight. It is a member of the North Carolina State and Southern Intercollegiate Association, and participated in the annual contest held in Durham in 1928. An annual tour is taken in the Spring. The annual Minnesingers' concert is given after the trip.

EUPHONIANS

The girls' glee club has been put on a sound basis as a musical organization. It has a membership of thirty. Rehearsals are held regularly each week. Many concerts are given in the immediate communities. The annual concert is given in the Spring of the year.

FEDERATED MUSIC CLUB

The Federated Music Club is composed of members of all music groups. This club is a member of the National Federated Music Clubs. This connection enables the members of the club to keep in touch with new ideas in music and gives each a share in the world of musical thought.

A CAPELLA CHOIR

An organization made up of the best voices of the College. As the name suggests all music is sung unaccompanied. A definite musical training is required before any member is permitted to sing in concert with the Choir. In order to receive this training all members are required to take the course in Sight Singing (*Music 32*) which deals with all phases of musical training. The choir is to make its initial appearance at Commencement, 1929. This is the first appearance of an organization of this type in a southern college. It introduces a new feature into the college and musical life of the South and much is expected from it. Mr. Noah, who is to direct the choir, has special training and experience with this kind of work and anticipates a great future for it. It offers, therefore, a great opportunity for college students interested in music.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board of nine members, representing equally the Young Women's Christian Association, the Young Men's Athletic Association and the Faculty Literary Club. The council was organized in 1921 to take charge of the presentation of the two plays given annually by the student organizations represented. Through its efforts a property room has been secured in Memorial Hall in which is stored all the permanent equipment of the council.

THE DEBATING COUNCIL

The Debating Council is composed of six students, three from each of the literary societies for men, and the Faculty Committee on Debates. The Council is a member of the North Carolina Intercollegiate Forensic Association. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes *The Guilfordian*, the college weekly. It consists of twelve members elected by the four literary societies. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation manager, and the two faculty advisers are elected by the Board. The Board is provided with an office room in Memorial Hall.

ATHLETIC ASSOCIATIONS

The Athletic Associations are formed for the purpose of fostering and encouraging the athletic interests at the college and to assist in the work in the department of physical education. Each student pays an athletic fee which carries with it membership in either the Men's or the Women's Association with full athletic privileges together with the right to attend the college athletic contests on home grounds.

THE ATHLETIC ASSOCIATION FOR MEN

All intercollegiate athletics are under the general direction of the Physical Director for Men and the Faculty Committee on Athletics, in coöperation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important

questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics is composed of former students at Guilford College who won their letters. This committee acts in an advisory capacity to the Athletic Association.

IMPORTANT REGULATIONS

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the college in any athletic contest.

No student shall be eligible for any athletic team who shall have been a member of any professional or league team named in the classes A, B, C, or D, in the publication of the National Baseball Committee.

No student shall participate in any athletic contest who failed to pass at least nine hours of the work of the quarter previous to that in which the contest occurs or who is failing to maintain a passing grade during the current quarter.

No student shall play on any college team during the first semester who registers after October first; nor shall any student become a member of a team during the second semester who registers after February tenth of any year.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

WOMEN'S ATHLETIC ASSOCIATION

This organization acts as an auxiliary to the department of physical education. It is the purpose of this organization to promote constantly and consistently health standards by fostering an interest in physical education and helping to provide ways and means of getting daily exercise and recreation.

STUDENT ACTIVITIES

The Student Affairs Board, made up of one representative from each student organization on the campus and three members of the faculty appointed by the President, have the general

oversight of the student activities of the College. In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

GROUP I

(Each activity is rated as one point)

Minor staff member of the Quaker; minor staff member of the Guilfordian; member of either Student Council; member of either Athletic Council; publicity manager of either Glee Club; college marshals; Y.M.C.A. and Y.W.C.A. cabinet members.

GROUP II

(Each activity is rated as two points)

Assistant business manager of the Guilfordian; associate editors of the Guilfordian; circulation manager of the Guilfordian; treasurer of a literary society; president of either Athletic Council; secretary of either Glee Club; an actor in a play; president of the Gospel Team; member of either Glee Club; manager of the football team; member of Student Affairs Board; varsity squad of either track or tennis.

GROUP III

(Each activity is rated as three points)

Chairman of the Debating Council; photographic manager of the Quaker; president of either Y.M.C.A. or Y.W.C.A.; business manager of either Glee Club; chairman of program committee of Y.M.-Y.W. Cabinet; manager of men's baseball or basketball team; member of the Dramatic Council; subscription manager of the Quaker; member of the Debating Team; varsity squad (men) of either football, basketball or baseball; president of Men's Student Council; President of either Glee Club.

GROUP IV

(Each activity is rated as four points)

Business manager of the Quaker; editor-in-chief of the Guilfordian; editor-in-chief of the Quaker; president of the Women's Student Council; chairman of the Social Committee; managing editor of the Quaker; house presidents; managing editor of the Guilfordian; business manager of the Guilfordian.

LIMITATION OF ACTIVITIES

A student who has an average grade of "A" is not limited in the number of points he may carry.

A student whose average grade is "B" is limited to thirteen points.

A student whose average grade is "C" is limited to nine points.

A student whose average grade is "D" is limited to four points.

In order to participate in activities listed in Groups II, III or IV, a student must be making a passing grade in at least nine hours of current college work, and must have made a passing grade in at least nine hours during the previous quarter. In case the student has been out of college for a time the rule applies to the last quarter he was in college.

Students who have withdrawn from other institutions on account of failures, or who have been asked to withdraw on account of failures, shall be required to maintain a passing grade for one quarter in at least nine hours of work before being allowed to participate in major student activities.

Students who enter after October first will not be permitted to participate in major student activities during the first quarter. Students who enter after February 10th will not be permitted to participate in major student activities during the third quarter.

A student who makes "D" or "E" cannot have his grade changed before the end of the quarter. No exception is made

to this rule in case of students who pass courses at the regular re-examination period. A student who has been given the grade "Incomplete" will be re-admitted to student activities when the instructor who gave the grade reports that the work has been satisfactorily completed, provided the student has then passed the required nine hours.

Committees appointed to make nominations for officers for any of the above offices should confer with the Student Affairs Board to determine whether the proposed candidate is eligible to hold the office.

THE ALUMNI ASSOCIATION

The Alumni Association is organized with the following officers: President, A. K. Moore, Greensboro, N. C.; Vice-President, W. A. White, Jr., Jamestown, N. C.; Secretary and Treasurer, N. Era Lasley, Guilford College, N. C.; Assistant Secretary, L. L. Williams, Guilford College, N. C.

The Alumni Association, through its committees, extends aid to the college in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at Commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

PUBLICATIONS

The Guilford College Bulletin is issued by the College six times a year. Included under this are: the Catalogue, the Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published weekly by a board of editors elected by the four literary societies. Its main function is that of a college newspaper, but it also contains considerable

material of a purely literary character. Alumni, old students, and friends of the college find it a valuable means of keeping informed as to what is going on at the College. The subscription price is \$1.50 per year. Address all inquiries and make checks payable to Business Manager, *The Guilfordian*.

The Quaker is published at irregular intervals of one to three years by the student body. It is a record in the form of pictures, poems and sketches of the various student activities of the College.

The Students Directory is published during the summer by the Young Men's and the Young Women's Christian Associations. It contains information about the college affairs useful to new students.

SCHOLARSHIPS, PRIZES AND HONORS

SCHOLARSHIPS

Haverford College offers annually a few scholarships of \$600.00 each, one or more of which are available to members of the graduating class or to recent graduates of Guilford College. Applications for these scholarships must be made direct to the President of Haverford College on or before April first.

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of \$400.00. The applicant shall have attended Guilford College at least two years and shall have distinguished herself in scholarship, excellence of character and give promise of future usefulness.

Only those students who have made formal applications will be considered. All applications must be filed with the faculty of Guilford College on or before April first.

Marvin Hardin Scholarship. The class of 1904 has endowed a scholarship in memory of their fellow classman, Marvin Hardin, to be awarded annually to that member of the sophomore class making the best scholastic average. This scholarship is available in the spring of the Senior year provided that the student shall pursue the balance of his undergraduate studies at Guilford College.

William F. Overman Scholarship. William F. Overman, of Moorestown, New Jersey, a former student of New Garden Boarding School, has established a fund, the income from which is to be known as the *William F. Overman Scholarship*. Any junior who does not hold the *Marvin Hardin Scholarship* and whose average grade is 82% or more on all subjects taken at Guilford College, may be a candidate for this scholarship. From the candidates, the faculty and student body choose the one who has made the greatest contribution to the college life; who has done the best piece of constructive work in improving

some department of student activities; who has helped most in maintaining a fine cooperation between faculty and students; who has done most to create a fine college spirit. The candidate chosen will receive the scholarship during his senior year at Guilford College.

PRIZES

The Peace Prize. The Peace Association of Friends in America offers a first prize of \$25.00 and a second prize of \$10.00 for the best orations on a peace subject. The orations must be original, there must be five or more contestants, and the orations must be delivered at a public meeting that has been properly announced or advertised.

Literary Society Prizes in Oratory. The four literary societies: the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each award an orator's prize. This prize is awarded at an oratorical contest which is held by each society some time during the year.

Literary Society Prizes for Improvement. Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

The William L. Rudd Consistency Prize is awarded annually to that member of the Websterian Literary Society who has made the best record for participation in the programs of the society.

Declamation Prizes for High Schools. Each year there is held at the college a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two prizes are awarded, one to the successful young man and the other to the successful young woman.

These contests are conducted by the college literary societies in order to stimulate literary society work in the high schools.

Honors. Members of the first and second classes, pursuing the regular amount of work whose average grade is 90 or above, and whose grade does not fall below 85 in any subject shall be entitled to *Honors*.

Members of the Junior Class who have received an average grade of 93 in their major work and do not receive a grade below 85 in any subject shall be entitled to *High Honors*.

Those members of the Senior Class who have received *High Honors* in their Junior year and whose average grade in the senior year does not fall below 93 shall be entitled to *Highest Honors*.

DEGREES AND PRIZES

1927-1928

DEGREES

The following degrees were conferred on Commencement Day, June 5, 1928:

Bachelor of Arts

Lois Myrtle Atkinson	Doris Chase Joyner
Laura Ida Ballinger	Tabitha Louise Kendall
Hattie Evelyn Braxton	Ruth Elizabeth Lane
Joseph John Cox	Walter Worth Mackie
Robert Brown Griffin	Espie Norah Neece
Thomas McKinley Hadley	Walter Lee Robertson
Ruby Rivers Hall	Mabel Byrdell Shipp
Alma Lorene Hassell	Joseph Carl Sink
Byron Allen Haworth	Nell Eliza Stinson
Frances Virginia Helms	Howard Van Dyke Trivette
Berta Rhoena Hollady	Annie Elizabeth Wagoner
Ruth Anne Horney	Sallie Vann Wilkins
Sarah Gertrude Jinnette	

Bachelor of Science

Glenn Oscar Boose	Floyd Clarkson Pate
Sudie Draughon Cox	Joshua Paul Reynolds
Annie Smith Hodgkin	Lillian Myrtle Richardson
Mary Eugene Hodgkin	Albert Lee Smith
Ira Guthrie Newlin	William Waldo Williams
Orlin Charles Newlin	

Diploma in Music

Joshua Paul Reynolds

Diploma in Voice

Joshua Paul Reynolds

The following degrees were conferred August 11, 1928:

Ethel Jewell Chadwick, A.B.	Mary Matthews Neal, A.B.
Pauline Chaffin, A.B.	Ethel Richardson, A.B.
Adalia Taylor Futrell, A.B.	Blanche Spencer, A.B.
Turner Francis Moon, A.B.	

SCHOLARSHIPS AND PRIZES

Haverford Scholarship	Ira Guthrie Newlin
Haverford Scholarship	Walter Worth Mackie
Marvin Hardin Scholarship	Eugene Salathiel Hire
Websterian Orator's Prize	Rembert Wallace Patrick
Websterian Improvement Prize	Turner Talmage Knight
Websterian Consistency Prize (W. L. Rudd)	
	Rembert Wallace Patrick
Philomathean Improvement Prize	Merlie Sizemore
Henry Clay Orator's Prize	Walter Worth Mackie
Henry Clay Improvement Prize	Ben Beach
Zatasian Improvement Prize	Mary Ellen Lassiter
Peace Prize	Eugene Salathiel Hire

HONORS

Ruth Mendenhall Outland	Eugene Salathiel Hire
Olin Ward Sink	

HIGH SCHOOL CONTESTS

Declamation Contest	Nat Gregory, Durham High School
Recitation Contest, Josephine Danderige, Charlotte High School	

EXPENSES

For board, room rent, laundry, tuition, registration, athletic, library, and lecture fees for the academic year of thirty-six weeks.

For men in Archdale Hall (depending upon the room chosen)	\$365.00-368.00
For men in Cox Hall (depending upon the room chosen)	375.00-378.00
For women in Founders Hall (depending upon the room chosen)	350.00-380.00
For women in New Garden Hall (not including laundry, and depending upon the room chosen) estimated	260.00-263.00
For day students (board, room rent, and laundry not included)	125.00

When two or more students come from one family a 5% discount is allowed on the above charges, provided full cash payments are made in advance according to schedule on page 85. No discount is allowed if there is any modification of this schedule for payments, or if full cash payments are not made.

A room in the dormitory may be reserved by advancing \$5.00 on the charges for the year. This advanced payment is not returned except in cases of serious illness.

Each student is required to deposit \$5.00 with the Treasurer of the College at the beginning of each year or upon entrance. Two dollars of this amount is reserved to cover the expense of a physical examination. One dollar is reserved for library expenses. Unnecessary damages to College property are also charged against this deposit. The unused part is returned after all damages have been assessed. Where special medical service is rendered by a physician or a nurse's service is required for continued illness, the expense will be borne by the student.

Special Fees

Graduation Fee	\$10.00
Late Registration Fee	2.00
Extra credit hours (more than 18) per hour	3.00
General Deposit Fee	5.00
Reservation Fee (credited on first payment)	5.00

Laboratory Fees

Biology	\$10.00
<i>Biology 12</i>	4.00
<i>Chemistry 11 and 12</i> , per credit hour	2.50
<i>Chemistry 14 and 15</i> , each	5.00
Other courses in Chemistry	15.00
Breakage and supply deposit for all courses in Chemistry	5.00
<i>Economics 7</i>	3.00
<i>Economics 8</i>	3.00
<i>Geology 1 and 2</i>	4.00
<i>Geology 5</i>	3.00
Physics	10.00
Home Economics:	
Courses 2, 3, 6, and 8, each	12.00
Courses 4 and 5, each	16.00
Courses 1, 7, and 13, each	6.00
Course 10	5.00
Course 12	3.00
Mechanical Drawing	1.50
Surveying	1.00

Fees in Music

Piano, two lessons per week	\$ 75.00
Piano, one lesson per week	45.00
Voice, two lessons per week	75.00
Voice, one lesson per week	45.00
Use of Piano for practice five hours per week	10.00
Use of Piano for practice ten hours per week	16.00

Violin or violoncello, two lessons per week	75.00
Violin or violoncello, one lesson per week	45.00
Music students taking one academic subject	125.00
Music students taking two academic subjects	145.00

Fees in Expression

Expression, one private lesson per week	40.00
Registration fee for students taking music or expression only	15.00

PAYMENTS

Payments are due on or before the following dates:

Thirty percent (30%)	September 10, 1929
Twenty percent (20%)	November 12, 1929
Thirty percent (30%)	January 24, 1930
Twenty percent (20%)	April 3, 1930

Make all checks payable to Guilford College.

Parents or guardians should send with the student draft or cash sufficient to cover the first payments and should send other payments to the student promptly.

During Christmas and Easter vacations no meals will be served at the college and all rooms must be vacated.

REGULATIONS GOVERNING PAYMENTS

By resolution of the Board of Trustees the following regulations are operative, nor are they subject to suspension or alteration by any administrative officer of the college:

Refunds and Reductions. Tuition and registration fees and payments for room rent are not refunded; ninety per cent of laboratory fees are refunded when a student is reclassified; otherwise no refund is made.

Except in special cases, no reduction is made for students who register late; in no case will a reduction be made for a fraction of a week.

In case a student is absent from the college on account of protracted illness of ten days or more, a pro rata part of

the money paid for board will be refunded on presentation of a physician's certificate that the student was unable to return. Should the student leave the college for any other cause than illness, or be expelled or suspended, all moneys advanced by him shall be retained by the college as liquidated damages for the student's breach of contract; it being agreed that the advancement is a reasonable sum for such damages, since the same are uncertain, speculative and difficult to determine.

Registration. Registration for the first semester must be completed by noon of the day on which the College opens officially, and for the second semester, by 8 a.m. of the first day of that semester. (See *Academic Calendar*.)

Late Registration. Students who fail to complete their registration on time will be charged a special fee of \$2.00.

Failure to pay. Any student who has failed to pay his bills on the dates published in the Catalogue is denied the right to attend classes until his account with the college is adjusted.

No student is considered by the faculty as a candidate for graduation until he has settled all indebtedness to the college.

No student who has not settled his account with the college will be permitted to stand the midyear or final examinations of the college year.

ROOMS

The students furnish pillows, linen, and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before March 1st. Vacant rooms will be assigned in order of application.

Where a room has been equipped to accommodate two students, the charge for one occupant will be one and one-half the regular rent.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

NEW GARDEN HALL

Girls are admitted to New Garden Hall on the following terms: Each girl agrees to perform her allotted part of the household duties and to pay to the matron of New Garden Hall the actual cost of board in advance. In this way the board will be furnished for about \$9.00 or \$10.00 per month, for each girl. Girls in this hall may do their own laundry work. If this work is sent to the college laundry, the cost will be \$20.00 per year.

LOAN FUNDS

There are several funds that have been set apart to be used as loans to students. Applications must be made on a form which may be secured from the President's Office. All applications are examined by the College Committee on Expenditures.

MINISTERIAL STUDENTS

Students who are preparing for the ministry receive free tuition. Students who ask for the remission of the tuition fee must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

STUDENT EMPLOYMENT

Many students at Guilford College meet a large part of their expenses by doing odd jobs about the campus. During the past year the earnings of the students totaled approximately nine thousand dollars. Prospective students who must supplement their funds in this way will please address inquiries to the Business Manager.

CONDUCT

It is taken for granted that any student who enters the institution does so for the purpose of consistent work. It is assumed that he intends to conform fully to that line of conduct which tends to promote the general welfare of the college and to respect fully the rights of fellow students and the wishes of the board of managers.

The Board of Trustees and other administrative bodies have definitely opposed hazing in any form, the use of intoxicating drinks, keeping dangerous weapons, indulgence in profane language and the use of tobacco. A disregard of the customs of the college in these matters will be considered a grave offense and treated accordingly.

In so far as possible students are put upon their honor, and great care is taken to maintain a coöperative relationship. The social life of the young women is regulated by the Women's Student Government Association. The young men have a Student Council which coöperates with the administration in all affairs of discipline affecting them.

Guilford College was founded and has been maintained with the purpose of promoting sound Christian character in connection with intellectual training. To promote the religious life of the College, the students are requested to attend a meeting for worship on Sabbath morning. To promote the unity of the College life they are requested to attend the morning chapel. Disregard for these exercises will be considered as disloyalty to the College.

The college reserves the right to request the withdrawal of any student who persistently engages in conduct that does not meet the approval of the administrative committees of the faculty or of the college.

GENERAL INFORMATION

Guilford College railway station is on the Southern Railway leading from Greensboro to Winston-Salem. The station is a little more than a mile from the college campus. Most

of the trains are met by reliable bus drivers who charge twenty-five cents for transportation to the college. If one wishes to be met at a train which arrives at a late hour in the evening the college should be notified in order that arrangements may be made to have a car meet the train.

The college has telephone connection with all points both on the local and long distance line.

The college post office and telegraph address is "Guilford College, North Carolina," and all communications should be so addressed.

SUMMER SCHOOL

The eleventh session of the Guilford College summer school was conducted in 1928, from June 6th to August 7th. This provided nine full weeks of instruction, which corresponded exactly with one-half of a semester. A two-hour period in the summer school corresponds, therefore, with a one-hour period in the regular session, and makes the transfer of credits an easy matter to arrange.

Miss Leanore Goodenow taught classes in English and rural sociology and served as Dean of Women; D. Elton Trueblood taught history and philosophy and acted as director of the session; L. Lyndon Williams, mathematics and education; Waldo Williams, chemistry and physics; Dr. C. O. Meredith, German; Miss Eva G. Campbell, biology and French.

The twelfth session of the summer school will open on June 4th and close on August 5th, 1929. Dean D. Elton Trueblood will act as director. Courses in the following subjects will be offered: biology, chemistry, education, English, French, German, history, mathematics, and psychology.

For further information, address Director of Summer School, Guilford College, N. C.

REGISTER OF STUDENTS

GRADUATE STUDENTS

Millis, Ida Eleanore Guilford College, N. C.
 Ricks, Katharine C. Guilford College, N. C.

SENIOR CLASS

Atkinson, Robert Henry Pikeville, N. C.
 Ayers, Robert Dick Summerfield, N. C.
 Barnes, Marie Antoinette Roxobel, N. C.
 Beachom, Lois Ruth Star, N. C.
 Beamon, Joseph Everett Route 6, Elizabeth City, N. C.
 Benton, Mills Scott Sunbury, N. C.
 Bundy, Ruth Jamestown, N. C.
 Coble, Charles Samuel Guilford College, N. C.
 Collins, Gurney Lee Goldsboro, N. C.
 Cox, Floyd Milton Route 1, Climax, N. C.
 Davis, Walter Ray Yadkinville, N. C.
 Davis, Winnie Elsie Route 3, Mocksville, N. C.
 Francis, Luther Edgar Franciseo, N. C.
 Gamble, Mattie Myray Route 1, Randleman, N. C.
 Hammond, Leah Elizabeth Farmer, N. C.
 Hazard, Alice Blanche Union Springs, N. Y.
 Henley, Bernice Diffie Box 1219, Greensboro, N. C.
 Hire, Gertrude Elizabeth Route 1, Winston-Salem, N. C.
 Holt, Isaac French Route 1, Saxapahaw, N. C.
 Hoyle, James Cranford Old Trap, N. C.
 Hunt, William Alden Route 3, East Bend, N. C.
 Hutchens, William Patterson East Bend, N. C.
 Ives, Rachel Elizabeth . 217 Sycamore St., Greensboro, N. C.
 Jassimides, Paul Christos . 437 E. 147th St., New York, N. Y.
 Kimrey, Grace Route 1, High Point, N. C.
 Kimrey, Mildred Mae Route 1, High Point, N. C.

King, Thelma May 1717 Florida St., Greensboro, N. C.
 Levering, Elizabeth Berta Guilford College, N. C.
 McBane, George Clyde Snow Camp, N. C.
 McPherson, Eunice Snow Camp, N. C.
 Marshburn, Nancy Edith Guilford College, N. C.
 Melvin, Loyless Howard, 1603 Asheboro St., Greensboro, N. C.
 Mitchell, Sarah Bernice King, N. C.
 Moore, Daniel Stanley . 108 Library Place, Greensboro, N. C.
 Neal, Claudia Belle Walnut Cove, N. C.
 O'Quinn, Lillie Route 1, Star, N. C.
 Osborne, Frances Hartsell Pleasant Garden, N. C.
 Owen, Kathryn Amanda 136 Pine St., Mt. Airy, N. C.
 Parker, Alvin Scott, Jr. . 212 Hillcrest Dr., High Point, N. C.
 Paul, Josephine Ring Terrace Avenue, Elkin, N. C.
 Pearson, Clifton Cobb Guilford College, N. C.
 Pearson, Mary Newlin Route 2, Dudley, N. C.
 Ragsdale, Virginia Jamestown, N. C.
 Reece, Esther Griffith Guilford College, N. C.
 Reynolds, Kathleen Route 6, Greensboro, N. C.
 Rozell, Edwin Hewitt Salt Point, N. Y.
 Saunders, Virginia Maie 201 Church St., Mt. Airy, N. C.
 Shore, Della Frances Boonville, N. C.
 Steed, Neola Elizabeth Jamestown, N. C.
 Steele, Wilmer Larkin Kelton, Pa.
 Strickland, Willie Justice Route 2, Bailey, N. C.
 Teague, Carrie Nation Snow Camp, N. C.
 Thomas, Nellie Victoria King, N. C.
 Thompson, Ilena Route 3, Snow Camp, N. C.
 Wharton, Richard Goode Ruffin, N. C.
 White, Nancy Moorman Franklin, Va.
 Wilkins, Mary Lou R. F. D., Rose Hill, N. C.

JUNIOR CLASS

Best, Sallie Belle Route 1, Bentonville, N. C.
 Blow, Beulah Gertrude Route 1, Rich Square, N. C.
 Bullard, Annie Ruth Roseboro, N. C.
 Chandler, Paul Thomas Broadway, N. C.

Coltrane, Paul Gray Guilford College, N. C.
 Copeland, Mary Rhodes Windsor, N. C.
 Cox, Sarah Catherine Clarkton, N. C.
 Farlow, Lena Gertrude Guilford College, N. C.
 Hayworth, Evelyn Elizabeth Jamestown, N. C.
 Hire, Eugene Salathiel Route 1, Winston-Salem, N. C.
 Jackson, Frances Mae .. 1005 Caldwell St., Greensboro, N. C.
 Lassiter, Mary Ellen Route 1, Rich Square, N. C.
 Lindley, Eunice Elizabeth Route 2, Snow Camp, N. C.
 Marshall, Reginald Spencer Germanton, N. C.
 Monroe, Lola Maye Star, N. C.
 Murphy, Leslie Davis, N. C.
 Neal, Annie Kate Walnut Cove, N. C.
 Newlin, Benjamin Barclay Saxapahaw, N. C.
 Newlin, Mahlon Hale Route 1, Saxapahaw, N. C.
 Newlin, Delmas Burton Saxapahaw, N. C.
 Osborne, Jay Norman Route 3, Greensboro, N. C.
 Parrish, Vernon Ray Caraway, N. C.
 Patrick, Rambert Wallace

Oakwood School, Poughkeepsie, N. Y.

Ragan, Horace Smith Archdale, N. C.
 Ray, Annie Josephine Gibsonville, N. C.
 Short, Samuel Otis Route 1, Greensboro, N. C.
 Spivey, Currie Bird Guilford College, N. C.
 Tew, William Alton Goldsboro, N. C.
 Trueblood, Clare Andrew Indianola, Iowa
 Van der Voort, Robert Ingomar, Pa.
 Wilson, Norma Belle Pikeville, N. C.

SOPHOMORE CLASS

Allen, George C. Route 1, Snow Camp, N. C.
 Allen, Graham Lester Snow Camp, N. C.
 Alley, James Granville Walnut Cove, N. C.
 Alley, William Hale Walnut Cove, N. C.
 Andrew, Bunyan Hadley Route 2, Snow Camp, N. C.
 Andrew, Verna Snow Camp, N. C.

Beck, Winfred David 710 Park St., High Point, N. C.
 Boles, Ethel Lemae King, N. C.
 Boose, Samuel Alfred Route 2, Winston-Salem, N. C.
 Cheek, Thomas Jackson

54 Vee St., N. W., Washington, D. C.
 Cox, James Roosevelt 317 Worth St., Asheboro, N. C.
 Cox, Richard C. 630 Asheboro St., Greensboro, N. C.
 Cude, Joseph Stanley

1828 Elizabeth Ave., Winston-Salem, N. C.
 Cullipher, Annie Edith Merry Hill, N. C.
 Davis, Irvin Nicholas Route 4, Kenly, N. C.
 Denny, Harry Calvin Route 2, Greensboro, N. C.
 Dillon, Mary Lee Colfax, N. C.
 Elliott, Argyle Elizabeth Knottsville, N. C.
 Fawcett, Elma 19 Rosewood Ave., Asheville, N. C.
 Fawcett, Margaret 19 Rosewood Ave., Asheville, N. C.
 Fogleman, Eula Lillie Guilford College, N. C.
 Fulk, Georgia Savannah Pilot Mountain, N. C.
 Futelle, Mary Alice 203 Maple St., High Point, N. C.
 Gough, Charles William Route 3, Yadkinville, N. C.
 Guthrie, Leona Mae Snow Camp, N. C.
 Harper, James Madison Cameron, N. C.
 Harris, Rachele Mary Siler City, N. C.
 Hedgecock, Esther Catherine Box 220, High Point, N. C.
 Hodgins, Robert Blair Guilford College, N. C.
 Hollowell, Mary Esther Guilford College, N. C.
 Hyatt, Harvey Edward Route 1, Siloam, N. C.
 Ingold, Mabel E. Climax, N. C.
 Jackson, Ivan Route 1, White Plains, N. C.
 Jessup, Annie Guilford College, N. C.
 Jinnette, Isabella Clarkton, N. C.
 Johnson, Ruby Gold Route 4, Siler City, N. C.
 Jones, Elizabeth Ferris Guilford College, N. C.
 Knight, Turner Talmage Route 2, Harmony, N. C.
 Lindley, Esther Annie Snow Camp, N. C.
 Lippencott, John P. S. Church St., Moorestown, N. J.
 McCannless, Mattie Enola Route 1, Randleman, N. C.

Matthews, Lawrence Arnold	Guilford College, N. C.
Melville, Louise	North Wilkesboro, N. C.
Moore, Okel Elwood	406 Shelton St., Proximity, N. C.
Neal, Edna C.	Meadows, N. C.
Outland, Ruth Mendenhall ..	121 Edgement St., Media, Pa.
Peele, Miriam Elizabeth	Guilford College, N. C.
Phillips, John Morton	Leaksville, N. C.
Reece, Weldon Edgar	Route 2, Boonville, N. C.
Reynolds, Mary Alice	Route 1, Randleman, N. C.
Robertson, Glenn Marion	White Plains, N. C.
Rosenfelt, Irving	790 Grote St., New York, N. Y.
Scarboro, Ernest Marshall .	512 Fifth Ave., Greensboro, N. C.
Sears, Lochie Moss	East Bend, N. C.
Siler, Ora Elmina	Guilford College N. C.
Sizemore, Merlie H.	Yadkinville, N. C.
Stafford, Ada Blanche	Kernersville, N. C.
Taylor, Howard Taft	Siloam, N. C.
Templeton, Audrey	Hays, N. C.
Tew, Paul Douglass	Route 2, Goldsboro, N. C.
Thomas, David Phillip	Guilford College, N. C.
Thurber, Frieda Louise	High Point, N. C.
Wafford, Edna Louise	Rosemary, N. C.
White, Henry Piele	Guilford College, N. C.
Winslow, Winnie Evans	Belvidere, N. C.
Wray, William Calvin .	515 Park Ave., Winston-Salem, N. C.
Yelverton, George, Jr.	Fremont, N. C.
York, James	Olin, N. C.

FRESHMAN CLASS

Allen, Harrison M.	Snow Camp, N. C.
Armfield, Martha Ragan	Route 3, High Point, N. C.
Barrow, Ottis B.	Route 1, LaGrange, N. C.
Beach, Ben	Route 1, Hudson, N. C.
Beaman, Willie Linwood	Route 6, Elizabeth City, N. C.
Blair, Edward Pugh ..	1007 Asheboro St., Greensboro, N. C.
Booker, Julian	Smithfield, N. C.

Brame, Oleta Route 1, Stoneville, N. C.
 Braxton, Ellen Lorene Route 1, Snow Camp, N. C.
 Braxton, Wilbert Leo Snow Camp, N. C.
 Brown, Bera Arlita 209 Oak St., High Point, N. C.
 Bulla, Grace Evelyn .. 1000 Campbell St., High Point, N. C.
 Burton, Lois Fay Route 5, High Point, N. C.
 Carson, Jesse C., Jr. Germanton, N. C.
 Cathey, Sophia Cecile Davidson, N. C.
 Chisholm, Herbert Dillard Ramseur, N. C.
 Clayton, Lucy Virginia Rural Hall, N. C.
 Cochran, Jean Dorothy Kernersville, N. C.
 Coltrane, Reese Alexander Guilford College, N. C.
 Cornelius, Rolen Lyman Guilford College, N. C.
 Cude, William Howard Colfax, N. C.
 Cude, Rose Virginia Colfax, N. C.
 Davis, Mariam Irene 314 Reed St., High Point, N. C.
 Day, Rebecca Fair Route 1, Walkertown, N. C.
 Dickinson, Clarence Earle

1921 Chestnut St., Wilmington, N. C.

Edgerton, Elizabeth Route 2, Goldsboro, N. C.
 Farlow, Junius Kemp Guilford College, N. C.
 Finch, Lucy Belle Guilford College, N. C.
 Friddle, Albert Bernard Stokesdale, N. C.
 Garner, Austin Elroy Route 2, King, N. C.
 Ginn, James Alfred Route 4, Snow Camp, N. C.
 Godwin, Henry Vann 309 Church St., Ahoskie, N. C.
 Grimsley, Eleanor Shields Route 4, Kernersville, N. C.
 Guthrie, Edna Rodema Route 1, Snow Camp, N. C.
 Hampton, Louis Robertson Leaksville, N. C.
 Hassell, Grace Elizabeth Jamestown, N. C.
 Hendrix, Dewey Franklin Kernersville, N. C.
 Hiatt, John Edgar .. 3116 13th St., N. W., Washington, D. C.
 Hodgkin, George Russell Ramseur, N. C.
 Holton, Mabel Nicholson Yadkinville, N. C.
 Hunt, Virginia Esther Route 3, East Bend, N. C.
 Johnson, Kathryn Margaret Liberty, N. C.
 Johnson, Julia Lee Calypso, N. C.

Jones, Daisy Tennessee	....	207 Church St., Mt. Airy, N. C.
Jones, Barclay	.....	29 Overhill Place, Yonkers, N. Y.
Kimrey, Pearle	.....	Route 6, Mebane, N. C.
Kimrey, Josephine	.....	Route 6, Mebane, N. C.
Leach, Estelle	.....	Ether, N. C.
Lightfoot, Pauline Evelyn	..	408 Park St., High Point, N. C.
Lindley, James Marvin	.....	Route 2, Snow Camp, N. C.
Lynn, Melvin H.	.....	Dallas, N. C.
McAdams, Clara Mae	.....	Route 6, Mebane, N. C.
MacDonald, James Boyce	.....	Route 2, St. Pauls, N. C.
McVey, Elizabeth Delores	.....	Route 3, Snow Camp, N. C.
Mackie, Wade	.....	Yadkinville, N. C.
Mouey, Charles Brodie	..	Box 18, Route 3, Yadkinville, N. C.
Moser, Elizabeth	.....	Lewisville, N. C.
Myers, E. George	.....	Hamptonville, N. C.
Neal, Grover Cecil	.....	Route 1, Goldsboro, N. C.
Nelson, Onis M.	.....	Guilford College, N. C.
Newlin, Dayton Gilbert	.....	Route 1, Saxapahaw, N. C.
Nicholson, Mabel Bonelle	.....	East Bend, N. C.
O'Quinn, Annie	.....	Star, N. C.
Parker, Mollie Elizabeth	.....	Laurinburg, N. C.
Phillips, Jesse Amos	.....	Leaksville, N. C.
Pierce, William Arrell	.....	Hallsboro, N. C.
Pipkin, Ella Rose	.....	Route 4, Mt. Olive, N. C.
Pipkin, Margaret Evelyn	.....	Route 4, Mt. Olive, N. C.
Pittman, Mary Elizabeth	.....	Route 4, Kenly, N. C.
Rayle, Nettie Rachel	..	Bessemer Station, Greensboro, N. C.
Reich, Mary Margaret	.....	Elkin, N. C.
Richardson, Ralph D.	.....	Route 3, Greensboro, N. C.
Robertson, John Cude	.....	Guilford College, N. C.
Rose, Cleo Marie	.....	Bentonville, N. C.
Routh, Marion Kenyon	.....	Route 3, Granite Falls, N. C.
Sawyer, Henry, Jr.	.....	Bayboro, N. C.
Sheets, Melvin Gaither	.....	Lewisville, N. C.
Shore, Nora Lula	.....	Yadkinville, N. C.
Slate, Marguerite Priscilla	.....	Mizpah, N. C.

Smith, Sudie Mae Columbia, Isle of Pines, Cuba
 Sommers, Martha Vergie Guilford College, N. C.
 Sparks, Odessa Lee Route 2, Stokesdale, N. C.
 Stafford, Lottie May Route 2, Greensboro, N. C.
 Stafford, Allen Hale Route 2, Greensboro, N. C.
 Stanley, Aunie LaVanie Route 1, Guilford College, N. C.
 Stephens, Harrell Hallsboro, N. C.
 Strickland, Imogene Route 2, Bailey, N. C.
 Templeton, Hazel Mae Hays, N. C.
 Trivette, Edith Irene

1234 Patterson Avenue, Winston-Salem, N. C.

Turner, Henry Clay Guilford College, N. C.
 Valentine, Luther Preston Route 1, Kenly, N. C.
 Warner, Margaret Anabell West Grove, Pa.
 Wharton, Helen Williamsou Ruffin, N. C.
 Whitehurst, Willard Thomas Route 3, Bethel, N. C.
 White, Norman Leslie Guilford College, N. C.
 White, Allen Jesse Route 1, Belvidere, N. C.
 White, James Harold Climax, N. C.
 Williams, Hiram Elwood 1306 Paul St., Greensboro, N. C.
 Williams, John Thomas, 1505 Madison Ave., Greensboro, N. C.
 Williams, Sinclair, Jr. 65 W. Corbin St., Concord, N. C.
 Williams, Sallie Gertrude Yadkinville, N. C.
 Winekin, Grace Elizabeth Saluda, N. C.
 Wolff, Dorothy Aliee Friendly Road, Greensboro, N. C.
 Wooten, Kelsie Pauline Yadkinville, N. C.
 Wright, Edna Lee Star, N. C.
 Wright, Marion Carolyn .. Cedar Crest, Lake Waccamaw, N. C.

IRREGULAR STUDENTS

The following students have completed a four year high school, but have not acquired regular class standing:

Beeson, Ruth Virginia Route 2, Kernersville, N. C.
 Bunn, James Allen Spring Hope, N. C.

Craft, William Delbert Route 1, Clemmons, N. C.
 Dunn, Effie Lula Samareand, N. C.
 Eagle, Eugene O. 1721 Angelo St., Winston-Salem, N. C.
 Engemann, William H.

2125 Rockledge Street, N.E., Pittsburgh, Pa.

Enscore, Tina Irene Route 6, Winston-Salem, N. C.
 Fukasawa, Sumito

944 Inatsuke Iwabuchi—machi, Tokyo-fu, Japan

Gatewood, Alvis Stokes Route 1, Pelham, N. C.
 Hackett, Mabel Ruth Route 1, Pleasant Garden, N. C.
 Hastings, Ina Stanley Route 1, Kernersville, N. C.
 Haworth, Herman Elvin Danville, Indiana
 Hendrix, Selma E. 1002 W. Lee St., Greensboro, N. C.
 Hendrix, Rose Ella Route 2, Kernersville, N. C.
 Hinshaw, Gertrude Ina Emporia, Kansas
 Holt, Verna Maxine Star, N. C.
 King, Sarah Louise Route 26, Matthews, N. C.
 Lineberry, Maude Route 1, Siler City, N. C.
 Lineberry, Nellie Mae Route 1, Siler City, N. C.
 Love, John Norwood Amory, Miss.
 Miller, James Madison Bayboro, N. C.
 Plummer, Julia M. Box 120, Denton, N. C.
 Roberts, Tyre McCullough Route 4, Greensboro, N. C.
 Shore, Avery Clifford Yadkinville, N. C.
 Silver, Blanche Horse Shoe, N. C.
 Stout, Boyd E. Route 1, Ramseur, N. C.
 Thompson, Clarence William Rich Square, N. C.
 Toyashima, Yashimitser

No. 4 Uchisaiwaicho Kojimachi, Tokio, Japan

Troilo, Mary Avis 1803 Montpelier Ave., Pittsburgh, Pa.
 Wildman, Ruthanna Cedarville, O.
 Wildman, Robert Walton Cedarville, O.
 Zachary, Charlie Floyd Saxapahaw, N. C.

SPECIAL STUDENTS

The following students have not completed a four-year high school, but have been admitted to special work for which they seemed prepared:

Binford, Richard Titsworth, Music	Guilford College, N. C.
Lanier, Raymond Clyde	Bessemer, Greensboro, N. C.
Levering, Emily Virginia, Music	Guilford College, N. C.
Littleton, Cato Montero, Jr., 214 Church St.,	Wilmington, N. C.
Long, Thurman Leslie, Music	Guilford College, N. C.
Mitchell, Robert Roy, Care Southern Station,	Greensboro, N. C.
Newlin, Elbert D.	Guilford College, N. C.
Smith, Preston L.	Walnut Cove, N. C.
Sykes, William	Spring Hope, N. C.

SUMMER SCHOOL ONLY

1928

Bouldin, Paul Gentry	Route 2, Trinity, N. C.
Bradshaw, Lizzie B.	318 Clay St., Franklin, Va.
Cooper, Hugh B.	Pelham, N. C.
Futrell, Adalia	Woodland, N. C.
Martin, Dwight D.	Yadkinville, N. C.
Phillips, Marguerite	Bennett, N. C.
Sasser, Robert Harrison	Route 1, Goldsboro, N. C.
Smith, Delphia	Route 1, Saulston, N. C.
Smith, Gurney Elwood	Route 1, Saulston, N. C.

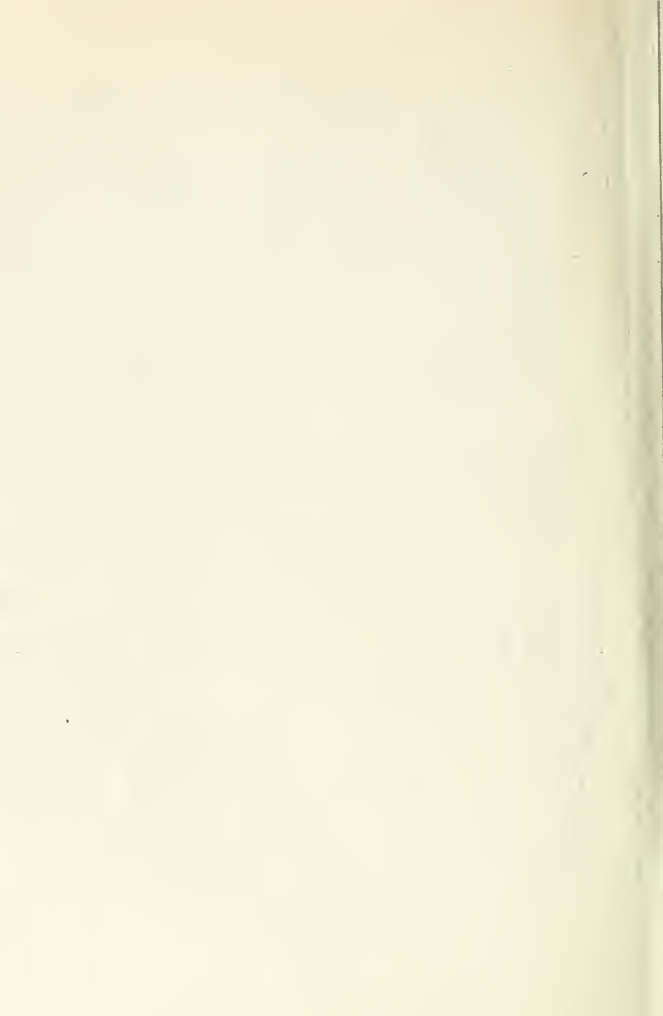
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Guilford College

*Department of
Economics and Business*

*Stenography and
Bookkeeping*

Published Bi-monthly by
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

June, 1929

**COLLEGE
JOURNAL**

R

ES

IN GUILFORD COUNTY
NORTH CAROLINA

Foreword

Modern business demands the specialist. The young man entering this profession must be trained. Not only must he have training, but if he has ambition to become a leader, he must have an understanding of the broader business relationships and a knowledge of the economic structure of which his business is a part. A comprehensive knowledge and understanding of this type cannot easily be acquired after one has become immersed in the details of business. The ability to survey the whole field can be gained only through a study of the principles of economics, of marketing, of finance, of banking, of salesmanship and of other phases of business life.

Guilford College has recognized this need. Her department of Economics and Business offers courses covering many phases of business life. These courses, listed below, are designed to meet the needs of students of collegiate rank who plan to enter business as a profession. A combination of these with the regular college courses, arranged in proper sequence, leads to the degree of Bachelor of Arts. In this way the student may prepare for a business career and at the same time secure adequate cultural training.

The department also offers courses in type-writing, shorthand, and bookkeeping. Students should, after one year, be able to fill acceptably office positions where training of this type is required.

Instructors

DUANE McCRACKEN

*Chairman of the Department
of Economics and Business*

A.B., Penn College; A.M., University of Wisconsin;
Graduate student, University of Minnesota.

Ten years experience as teacher
of Economics and Business
Administration.

ELWOOD C. PERISHO

Instructor in Economic Geology

B.S., Earlham College; M.S., University of Chicago;
D.Sc., University of South Dakota; LL.D.,
Earlham College. Teacher and lecturer of
wide experience and practical geologist.

HILL TURNER

Instructor in Business Law

A.B., Vanderbilt University; A.M., Columbia University;
Research Scholar, Columbia University; Student of
Law, University of Chicago. Ten years teaching
and four years practical business experience.

FLO OSBORNE

Instructor in Typewriting

Graduate Greensboro Commercial College. Three years
experience in business. Secretary to President of
Guilford College since 1927.

JEWELL CONRAD

Instructor in Shorthand

Graduate of Draughon's Business College. Two years
experience in business. Formerly with Metropolitan
Life Insurance Company.

List of Courses

Business Geography. A survey course which gives a bird's eye view of the whole field of industry, trade, and economic resources.

Economic Geology. A study of the business aspects of geology and mineralogy.

Business Law. An intensely practical course which presents, in the form of cases, problems in law which the business man or woman is likely to meet.

General Economics. A study of basic principles and relationships in modern industrial life. This constitutes a genuine background for more specialized business training.

Accounting. A thoroughly practical course for those who plan to be accountants and for those who will need to know accounting from the standpoint of the business executive.

Money and Banking. A course planned to fit the needs of business managers as well as bankers. Principles and practice of money and banking are studied from the standpoint of the borrower and investor as well as the bank administrator.

Business Finance. A study of the principles and methods of financing a business. Principles are illustrated by many actual cases.

Marketing. For those who plan to specialize in the marketing end of business, whether as dealers, salesmen, or advertisers, this specialized course is offered.

Business Management. A study of the problems, methods and policies of modern business management. A practical course for all future business men.

COMMERCIAL COURSES*

Typewriting. This class meets three times each week. It is possible to complete this course in one semester.

Shorthand. This class meets three times each week and is so planned that the course should be completed in one scholastic year.

Bookkeeping. This is an elementary course in bookkeeping and meets three times each week. This course should be completed in one semester.

Special Fees

Typewriting (each semester)	\$15.00
Shorthand (each semester)	15.00
Bookkeeping (each semester)	5.00

*These courses do not count toward a degree. Each student enrolling in these courses will be required to take at least nine hours of regular college work.

A Suggestion

TO YOUNG MEN

You will be interested in the following quotation from Walter Parker, Economist, with Fenner and Beane, a large brokerage firm:

A recent comprehensive survey made for this firm shows:

1. That the increasingly complex character of modern business requires better educated and better trained employees than formerly;
2. That far too large a percentage of the young men applying for positions lack the necessary ground work for special training;
3. That the difficulty of adequately manning the various departments of a large business enterprise is increasing;
4. That business executives generally will promote the larger interests of their enterprises by exerting their full influence to induce young men to attend competent schools of business before attempting to secure employment.

2

TO YOUNG WOMEN

One of the most attractive and at the same time most remunerative fields for young women today is that of business. A young woman with a college degree and proficiency in business subjects can always secure a well-paying position. Witness the young women employed in banks, insurance offices, and who occupy positions of trust in other large concerns. An understanding and appreciation of the larger aspects of economic undertakings bring positions of respect and importance.



GUILFORD COLLEGE

BULLETIN OF INFORMATION

ALUMNI NUMBER

Reports of Committees
1928-1929

PUBLISHED BI-MONTHLY

BY

GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

Entered at Guilford College, N. C., as second-class matter under act of Congress August 24, 1912



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A SPECIAL TRIBUTE

The Executive Committee of The Guilford College Alumni Association at its regular meeting in March voted to make the annual gathering of Alumni and Old Students of Guilford College and New Garden Boarding School a special tribute to Dr. Lewis Lyndon Hobbs and Mary Mendenhall Hobbs. An oil painting of Mary M. Hobbs was presented to the College by Alumni and Old Students on the evening of June 1st in the Guilford College Library. Rachel Farlow Taylor of High Point, North Carolina, formally presented the portrait and Dr. Raymond Binford accepted it for the College.

THE PRESENTATION*

By RACHEL F. TAYLOR

Fifty-one years ago there came to Guilford a young woman with a great vision backed by unusual ability and an unswerving purpose. She saw both the need and the difficulty involved in making better educational facilities possible for our girls, especially girls from good families who, however, had limited means and a limited outlook on life.

In that day, girls were not expected to have as good an education as boys. Mary Mendenhall, however, had been brought up in a different atmosphere. She had been given the best education her father could obtain for her, and Dr. Nereus Mendenhall never showed by word or deed that he ever for a moment entertained any theory that a girl's education should be inferior to that of a boy.

The vision of this young woman was that she had been called to make possible such equality and opportunity for all

* Address on the occasion of the presentation of the portrait of Mary Mendenhall Hobbs to Guilford College by her friends and the College Alumni.

the girls of North Carolina who could profit by such education. She worked at the task of making her vision a reality, and thus came into being the Girls' Aid Committee. Soon she married a future President of Guilford College. The work incident to her new life and the rearing of a large family of children who have since made a deep impress on the lives of their communities scarcely checked her activities in the educational field. She labored incessantly that others might have an equal chance for development. The extent of her work cannot be told here. It is almost incredible how, with her many other duties, she carried out her resolve never to decline to speak in public when asked to do so. Her abilities in this line were so marked that she had to spend much of her time traveling around talking on all sorts of subjects, but usually contriving to make some mention of her favorite topic of Girls' Aid.

Besides all this, she occupied a place of the highest influence in the general life of Guilford, and when her husband became President, she became the center of the social life of the college and the chief adviser of the girls, as well as the indispensable helpmeet of President Hobbs himself. Her influence for good on the college cannot possibly be overestimated. She has been the outstanding leader in girls' educational work in North Carolina for half a century. New Garden Hall is a tribute to her work.

It was two years prior to the completion of this building that Mrs. Hobbs became an important factor in my life. Dear Aunt Rhoda Worth came to me when I was living in the cottages and said, "Mary Hobbs is in desperate need for some one to help with her house duties. Will thee go down and help her out this Saturday?" Knowing the wonderful work that Mrs. Hobbs was doing for girls all over North Carolina, I gladly went. This was the beginning of one of the warmest, sweetest friendships of my life. Someone has said that for a student to sit on one end of a log with Mark Hopkins on the other was a liberal education. This can truly be said of Mrs. Hobbs. As we sat and darned the big Hobbs boys' darned sox (I mean they were darned when we finished), sewed up baseballs, or did just anything that needed

to be done, I drank deep at this fountain which was ever a source of high ideals and godliness.

Last winter it was our privilege at the High Point Friends' Church to have with us one of Mrs. Hobbs's devotees, who has made an enviable reputation, Professor Dudley Carroll of the University of North Carolina. He gave us one of the finest talks on his conception of God that it has been my privilege to hear. I thought then, "You, too, have sat on the other end of the log with 'Granny Hobbs'" (as the little Taylors so lovingly called her).

(At this point a letter was read from Mary Lamb, first matron of the cottages and a telegram from a former professor in Guilford, Robert C. Root.)

The second matron of the cottages, "Aunt Lizzie" Starbuck, has passed on into the great beyond, but in looking over a notebook of Mrs. Hobbs, I found a message and blessing that she wrote to Mrs. Hobbs years ago, and I can well believe that she is with us in spirit tonight, and that her message, could she express it, would be that same blessing found in Mrs. Hobbs's notebook that was first pronounced so many years ago:

"The Lord bless thee and keep thee;

The Lord make His Face to shine upon thee and be gracious unto thee;

The Lord lift up His countenance upon thee, and give thee peace."

"Thy friend, Lizzie Starbuck."

We can add nothing to the real value of Mrs. Hobbs's contribution to this college. It has, however, seemed to her friends that one thing is a matter of simple duty. Future generations of students and teachers will come to Guilford and will repeatedly hear the name of Mrs. Hobbs as one of the greatest souls that has ever touched the life of the college, yet to them, without some tangible likeness, she would be just a great name. They will want to know, "What did this great woman look like?" They will say, "We wish we could have seen her and known her."

The best we can do to satisfy this longing of future generations is all too little, but we do feel that Guilford should have as one of the chief ornaments in her historic treasures a portrait of *Mary Mendenhall Hobbs, educator, benefactor, leader, and moulder of much that is best in the life, spirit, and traditions of Guilford College*, and her friends hereby present this portrait as a token of admiration, love, and reverence for this great North Carolinian, and in this way, rise up with her children and call her blessed.

THE ACCEPTANCE

In accepting the portrait of Mrs. Hobbs for Guilford College, President Binford said that it had been his desire for many years to have the portraits of the three people, still with us, who had given so many years to the service of the College.

Through the generosity of the class of 1925 the portrait of J. Franklin Davis was presented at Commencement time of that year. The portrait of President Emeritus L. Lyndon Hobbs was given by the class of 1914 at Commencement time last year. Now it is our happy privilege to accept, through the generosity of the Alumni and old students, this portrait of Mary Mendenhall Hobbs.

Having served for many years as a teacher under Dr. Hobbs's administration, President Binford was able to speak of the inspiration that Dr. and Mrs. Hobbs have always imparted to the members of the faculty who were associated with them in the service of the College. He spoke of the intellectual stimulus which members of the faculty received through association with Mrs. Hobbs in her home, or as they heard her speak on public occasions, or were associated with her in the work for New Garden Hall, or read her frequent articles in the religious magazines and the daily papers. The optimism of Dr. Hobbs and the enthusiasm of Mrs. Hobbs were a constant force operating to

call out the loyalty and intellectual vigor of all the members of the faculty.

It is very appropriate, therefore, that we should strive to keep alive on our campus, in every possible way, the splendid influence of these noble lives. We extend, therefore, to the Alumni and Old Students, who have contributed to this purpose, our most hearty thanks.

ALUMNI OFFICERS AND COMMITTEES 1929-1930

President

H. A. Carroll, Kernersville, N. C.

Vice-President

David J. White, Greensboro, N. C.

Secretary-Treasurer

Ida E. Millis, Guilford College, N. C.

Assistant Secretary-Treasurer

J. Paul Reynolds

COMMITTEES

EXECUTIVE COMMITTEE

N. Rush Hodgkin, Chairman (term expires 1930)

Greensboro, N. C.

E. H. McBane (term expires 1931) Greensboro, N. C.

Clifford Frazier (term expires 1931) Greensboro, N. C.

Walter E. Blair (term expires 1930) Greensboro, N. C.

Katharine Ricks (term expires 1932) Guilford College, N. C.

W. Chase Idol (term expires 1932) High Point, N. C.

TRUSTEES OF LOAN FUND

Laura D. Worth (term expires 1933) Guilford College, N. C.

N. Era Lasley (term expires 1931) Guilford College, N. C.

W. Alpheus White, Jr. (term expires 1935) Jamestown, N. C.

COMMITTEES OF THE ALUMNI ASSOCIATION FOR 1929-1930

THE CHRISTIAN WORK COMMITTEE

B. Russell Branson, Chairman	Clintondale, N. Y.
Hugh W. Moore	Ardmore, Winston-Salem, N. C.
Joseph H. Peele	Guilford College, N. C.
Clara I. Cox	High Point, N. C.
Clifton Pearson	Mt. Airy, N. C.

THE ATHLETIC COMMITTEE

A. K. Moore, Chairman	Greensboro, N. C.
E. H. McBane	Greensboro, N. C.
E. G. Shore	Winston-Salem, N. C.
J. Carl Hill	High Point, N. C.
Stanley Moore	Greensboro, N. C.

COMMITTEE ON PUBLICITY

Byron Haworth, Chairman	Greensboro, N. C.
John W. Cannon	Greensboro, N. C.
H. C. Dinkins	Winston-Salem, N. C.
Frances Osborne	Pleasant Garden, N. C.
Mrs. Marianna White Johnson	Greensboro, N. C.

LITERARY COMMITTEE

Robert H. Frazier, Chairman	Greensboro, N. C.
Annie F. Petty	Raleigh, N. C.
Fred H. Morris	Kernersville, N. C.
Mrs. Edna Raiford Tremain	Windsor, N. C.
Raymond Thomas	King, N. C.

CAMPUS COMMITTEE

Paul C. Lindley, Chairman	Greensboro, N. C.
Mrs. L. R. Casey	Goldsboro, N. C.

Dr. L. L. Hobbs	Guilford College, N. C.
W. L. Rudd	Charlotte, N. C.
Clara Farlow	Guilford College, N. C.

RECEPTION COMMITTEE

Katharine Ricks, Chairman	Guilford College, N. C.
Mrs. D. J. White	Greensboro, N. C.
Paul Reynolds	Guilford College, N. C.
Era Lasley	Guilford College, N. C.
Hervie N. Willard	High Point, N. C.

AUDITING COMMITTEE

J. Hal Lassiter, Chairman	Greensboro, N. C.
Edward M. Holder	Kernersville, N. C.
A. Scott Parker	High Point, N. C.

COMMITTEE ON COLLEGE POLICY AND ENDOWMENT

R. J. M. Hobbs, Chairman	Chapel Hill, N. C.
William Blair	Greensboro, N. C.
D. Ralph Parker	High Point, N. C.
C. C. Smithdeal	Winston-Salem, N. C.
J. Benbow Jones	Winston-Salem, N. C.

MESSAGE FROM THE NEW PRESIDENT

I am taking this opportunity to make a special appeal to the Alumni of Guilford to give a more whole-hearted support to athletics at the College. Last year Guilford's football team had a good claim to the Little Six Championship by virtue of the fact that they won every game played but one, which was lost to Davidson. So far this year she has won four and lost none, and her goal line has been crossed but one time. These are fine records and the teams are deserving of the most loyal support of the alumni. I believe that we all desire to see Guilford con-

tinue to put out successful athletic teams and at least hold her place as a leader in the Little Six group. To do this the association must have not only the moral, but also the financial support of the Alumni.

Recently the Faculty Manager of Athletics, Mr. F. Carlyle Shepard, mailed season tickets to the Alumni which will admit the bearer to any athletic contest held at Guilford during the entire year 1929-30. This includes the football game at the Stadium in Greensboro on November 2 with Elon, six or eight basketball games, six or eight baseball games, and two track meets. It is stated that no price is set on these tickets but that they sell to outsiders for \$5.00 and to Alumni for what they would like to contribute towards the support of athletics at the College.

It appears to us that this is a very fair arrangement indeed on the part of our College athletic authorities. So let's all help them in a way they will appreciate by paying them more than five dollars for one of these tickets for our own use and selling others to people who may use them.

All students at Guilford are now required to pay a fee to support athletics, and more students are going out for sports than can be equipped with the limited funds available. Therefore, we sincerely hope that the alumni will come to the aid of the athletic association and help make it possible for Guilford to continue to have winning teams.

H. A. CARROLL,

President Guilford College Alumni Association.

MINUTES OF ANNUAL MEETING

The annual meeting of the Guilford College Alumni Association was held in Memorial Hall at seven o'clock Saturday evening, June 1st, 1929. The meeting was called to order by President A. K. Moore. The Secretary called the roll by classes.

After the Secretary had read the minutes of the meeting held

in June, 1928, Mr. and Mrs. David J. White ushered in the members of the class of 1929. This class was received into membership in the Association and a short address of welcome was given them by Robert H. Frazier of Greensboro, North Carolina.

The reports of the Executive Committee and of the Treasurer were read and approved, and the report of the Trustees of the Loan Fund was read and accepted. A. I. Newlin read the report of the Committee on Athletics and Robert H. Frazier gave the report of the Literary Committee. These reports were approved as read. Some interesting letters from Alumni and Old Students, who were unable to be present, were read before the Association.

Short addresses, commending the work of the Guilford College Club in renovating the interior of Memorial Hall and in remodeling the Y. M. C. A. building for the Music Department, were given by R. L. Hollowell, A. K. Moore, and D. Ralph Parker.

The meeting then adjourned to the Library for a reception in honor of the graduating class and for the unveiling of a portrait of Mary Mendenhall Hobbs.

L. LYNDON WILLIAMS, *Secretary*.

REPORT OF EXECUTIVE COMMITTEE

During the past year your Executive Committee has held two meetings, both of which were well attended.

John Woosley having resigned as a member of the Executive Committee, Byron Haworth was chosen to fill the unexpired term.

All standing committees were appointed to serve the Association for the year and Miss Virginia Ragsdale was appointed chairman of a special committee to raise \$400.00 for the painting of a picture of Mary Mendenhall Hobbs.

Miss Mattie Doughton having resigned as Chairman of the Reception Committee, Miss Katharine Ricks was appointed to fill her unexpired term.

Classes graduating before 1897 were invited to hold reunions at the College on Alumni Day, June 1st, the Secretary sending a notice to each member.

Your Committee voted to make the annual meeting of the Association this year a tribute to Mary Mendenhall Hobbs, a painting of whom will be presented by the Alumni and Old Students of the College.

The following ballot was prepared and mailed to all Alumni and a large number of Old Students eligible for membership in the Association:

President:

Hardy A. Carroll
J. Carson Hill

Vice-President:

David J. White
Harvey C. Dinkins

Executive Committee:

Byron Haworth
Katharine C. Ricks
W. Chase Idol
Alma Crutchfield Nunn

Trustee of Loan Fund:

W. Alpheus White
Hervie Willard

The ballot has been canvassed and the following were elected:

President:

Hardy A. Carroll

Vice-President:

David J. White

Executive Committee:

Katharine C. Ricks

W. Chase Idol

Trustee of Loan Fund:

W. Alpheus White

Respectfully submitted,

N. RUSH HODGIN, *Chairman.*

REPORT OF COMMITTEE ON ATHLETICS

During the past school year the teams representing the College in intercollegiate sports have been, on the whole, very successful. This is certainly true in football. In this sport games were lost to one of the larger colleges of this State and to colleges of Virginia, but the Guilford team won every game played with the colleges included in the group known as the "Little Six." In basketball and baseball the successes and losses were about evenly divided. Tennis and track teams have won all the meets they have scheduled though the number scheduled was less than the number scheduled last year.

The class of 1929 counts among its numbers several young men who have made enviable records in athletics since they came to Guilford. Cranford Hoyle leaves a splendid record in football; Ray Parrish has done equally as well in both football and baseball; French Holt has during the past year made a splendid record in football and in track; Everett Beamon, in football; Charles Coble has been one of the main-stays of the track squad and has done some good work for the tennis and track teams; Reginald Marshall has represented the College in football, baseball, and basketball in a very creditable way; Howard Melvin in baseball, Robert Ayers in basketball and track; Stanley Moore, track, basketball and football; Robert Van der Voort in basketball; Luther Francis in football; and Floyd Cox in tennis.

It will be rather difficult to fill the vacancies made by the graduation of these men.

Physical Education is now one of the required courses at this institution, and every student who attends this College must attend classes in Physical Education as well as get the recreational side on the athletic fields and in the gymnasium.

During the past year, several of the members of this Alumni Association have seen our teams in action, but the number has greatly diminished in the past two years.

A. I. NEWLIN, *Chairman.*

REPORT OF THE LITERARY COMMITTEE

The distinctive purpose of a college is to bring about a culture, the essence of which is in the realm of the literary. The real measure of success along these lines is the measure of the success of the College. The Literary Committee of your Alumni Association would promote the maintenance of a high character of work in this field at Guilford. Without any reflection upon the athletic achievements of Guilford we would quote from Ernest Dimnets' thoughtful little book, "The Art of Thinking": "Athleticism is not culture and the complaints continually heard in America about education arise from the impossibility of reconciling too much athleticism with culture." Your Committee has noted with pleasure the continued proper relation between the literary and athletic pursuits of Guilford.

Your Committee finds that the library, literary societies and other literary organizations as well as the literary courses in the curriculum are successfully functioning. It would call attention, however, to the fact that although as a newspaper there has been good work done on the *Guilfordian* and some splendid work on the *Quaker* during the past year, there is no medium properly stimulating the production of original literary efforts on the part of students.

Rufus M. Jones, in his excellent little book called "The Trail of Life in College," states "Sound education is both life itself and preparation for more life." He continues "The crucial test in one's life work is not so much the size and scope of the piece of work in question as it is whether one brings to it the whole of his capacities and does it as though it were the one thing on earth worth doing." "Formation is vastly more important than the acquisition of information." "No one has real culture unless he has learned to read books."

Your Committee believes that by keeping these things in mind Guilford may continue to achieve in stimulating the essential literary element among its students.

Respectfully submitted,

ROBERT H. FRAZIER, *Chairman,*

IDA MILLIS,

ELWOOD C. PERISHO,

Literary Committee.

REPORT OF TRUSTEES OF THE LOAN FUND

RECEIPTS JUNE 1st, 1929

6- 7-28	Balance in bank	\$111.33	
6- 1-28	Received John O. Reynolds (note) ..	50.00	
6- 1-28	" John O. Reynolds (interest) ..	3.00	
6- 4-28	" Everett McBane (interest)	3.00	
6-11-28	" Mary F. Turner (interest)	6.00	
7- 7-28	" Ethel W. Crutchfield (note) ..	100.00	
7- 7-28	Ethel W. Crutchfield (interest)	6.53	
7-16-28	" Archie L. Riddick (note)	46.37	
7-16-28	" Archie L. Riddick (interest) ..	8.13	
10- 2-28	" Henry F. Tew (interest)	6.00	
10-23-28	" Annie Mae Newlin on \$35 note	10.00	
11-19-28	" Annie Mae Newlin on \$35 note	10.00	
12-17-28	" Annie Mae Newlin on \$35 note	10.00	
1-29-29	" Annie Mae Newlin (balance on \$35 note and interest)	4.98	
1-29-29	" Annie Mae Newlin on \$25 note	5.02	
3- 2-29	" Annie Mae Newlin on \$25 note	10.00	
4- 3-29	" Annie Mae Newlin on \$25 note	10.00	
5- 1-29	" Annie Mae Newlin (balance on \$25 note and interest)	1.02	
5- 1-29	" Annie Mae Newlin on \$75 note	8.98	
	Interest on bank deposit, Amer. Ex.	5.36	
	Cash on hand Ralph L. Landis Int.	9.00	\$424.72

DISBURSEMENTS

6- 4-28	Paid Blanch Spencer '28 (loan)	\$ 97.00
6-18-28	" Envelopes and Stationery	1.34
9-20-28	" Winnie Davis '29 (loan)	25.00
12- 4-28	" Lillie O'Quinn '29 (loan)	50.00

1-15-29	"	Robert Atkinson '29 (loan) ____	35.00	
1-22-29	"	Thelma King '29 (loan) ____	50.00	
5- 6-29	"	Lillie O'Quinn '29 (loan) ____	30.00	
		Balance in bank	127.38	
		Cash on hand	9.00	\$424.72
			<hr/>	<hr/>

ASSETS

Cash in bank	127.38
Cash on hand	9.00

NOTES RECEIVABLE

2- 9-24	Katie Lambert '25	\$100.00
9-23-24	Katie Lambert '25	50.00
1-25-24	Everette McBane '25	50.00
1-25-24	John Wesley Frazier '25	25.00
4- 1-24	John Wesley Frazier '25	75.00
2-11-24	R. Glenn Lassiter '25	100.00
10- 9-24	Ralph L. Landis '26	50.00
2-18-28	Paul Reynolds '28	50.00
9-13-26	Paul Reynolds '28	25.00
10-18-26	Paul Reynolds '28	25.00
9-13-26	Mary Frances Turner '27	60.00
12- 1-26	Mary Frances Turner '27	40.00
9-14-26	Henry F. Tew '27	40.00
10-18-26	Henry F. Tew '27	60.00
1-10-27	Annie Mae Newlin '27	66.02
1-30-28	Robert Atkinson '29	65.00
1-15-29	Robert Atkinson '29	35.00
1-30-28	Mary Hodgin '28	75.00
5-10-28	Mary Hodgin '28	50.00
1-30-28	Annie Hodgin '28	75.00
5-10-28	Annie Hodgin '28	50.00
4- 2-28	Nell Stinson '28	100.00

6-11-28	Blanch Spencer '28	97.00	
5-25-28	Winnie Davis '29	30.00	
9-20-28	Winnie Davis '29	25.00	
12- 4-28	Lillie O'Quinn '29	50.00	
5- 9-29	Lillie O'Quinn '29	30.00	
1-22-29	Thelma King	50.00	\$1548.02
			<hr/>
			1684.40
Contingent balance on Ida Hutchens' note			40.00
			<hr/>
Total			\$1724.40

LAURA D. WORTH, *Treasurer Loan Board.*

LOAN FUND

Approved and found correct with the exception of a note for \$8.95 given by Annie M. Newlin which seems to be missing.

J. HAL LASSITER,

T. D. SHARPE,

June 1, 1929

Auditing Committee.

REPORT OF TREASURER OF GUILFORD
COLLEGE ALUMNI ASSOCIATION
TO JUNE 1st, 1929

RECEIPTS

6- 1-28	Cash on hand	\$191.62	
	Received from fees for 1928-1929		
	since June 1, 1928	78.00	
6- 1-29	Received for fees for 1929-1930 ..	141.00	
4- 1-29	Received from interest	4.89	
	Total receipts		\$415.51

DISBURSEMENTS

6- 8-28	Paid Laura Worth for Alumni Re-		
	ception	\$ 7.91	
6- 9-28	Paid Miss Gainey for printing		
	Alumni Bulletin	65.00	
6-13-28	Paid Miss Gainey for ballots and		
	statements (printing)	17.00	
6-13-28	Paid for stamps	1.70	
6-13-28	Paid for mimeographing	2.50	
6- -28	Paid for bank service	1.50	
5-20-29	Paid Kendall for printing	10.25	
5-20-29	Paid R. E. Hodgin for envelopes	32.12	
5-25-29	Paid for clerical work	10.88	
6- 1-29	Paid Guilford College for 2,000		
	letter heads	10.00	
	Total disbursements		\$158.86
6- 1-29	Cash in savings bank (life member-		
	ship fees)	\$130.23	
	Cash on checking account	126.42	256.65

ACCOUNTS PAYABLE (Estimated)

Expenses of Alumni reception (1929)	\$ 15.00
To Guilfordian Board for Alumni subscriptions	95.95
To printing Alumni Bulletin (1928)	55.00
	<hr/>
	\$99.00

L. L. WILLIAMS, *Treasurer.*

Audited and found correct this June 1, 1929,

J. HAL LASSITER,

T. D. SHARPE, *Auditing Committee.*

LIFE MEMBERS OF THE GUILFORD
COLLEGE ALUMNI ASSOCIATION
JUNE 1st, 1929

William Penn Henley
Dora Bradshaw Clark
Charles D. Benbow
Henry A. White
Henry Davis
*Julia S. White
Agnes King Hassler
W. E. Blair
*Brown Finch
Richard J. M. Hobbs
Hardy A. Carroll
John Henry Beeson
Herbert Howard
J. Hal Lassiter
D. Ralph Parker
Jos. D. Cox
*R. W. McCulloch
A. Wilson Hobbs
Virginia Helms
George Dees
Katharine C. Ricks
J. Elwood Cox
Elizabeth G. Elliotte
Anna B. Benbow
Clara Davis

Emma Blair

*B. N. Duke, 1925

John Anderson, 1925

Eunice D. Meader, 1926

J. O. Fitzgerald, 1927

W. L. Rudd, 1928

* *Deceased*

HONORARY MEMBERS OF THE GUILFORD
COLLEGE ALUMNI ASSOCIATION
JUNE 1st, 1929

- L. Lyndon Hobbs, elected 1910
Mary M. Hobbs, elected 1910
*Priscilla B. Hackney, elected 1911
J. Elwood Cox, elected 1912
*H. Louisa Osborne, elected 1913
J. Franklin Davis, elected 1914
*John Van Lindley, elected 1914
Raymond Binford, elected 1914
*Eula Dixon, elected 1914
*Gertrude W. Mendenhall, elected 1915
Mary M. Petty, elected 1915
William A. Blair, elected 1915
Robert N. Wilson, elected 1917
*Jeremiah S. Cox, elected 1923
Elwood C. Perisho, elected 1924
Maud L. Gainey, elected 1925
*Sarah E. Benbow, elected 1925
-

* *Deceased*



*Library Corrected Copy
see pg 6*

Vol. XXII, No. 3

August, 1929



GUILFORD COLLEGE

BULLETIN OF INFORMATION

PRESIDENT'S REPORT

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

Entered at Guilford College, N. C., as second-class matter
under act of Congress August 24, 1912

THE FORTY-FIRST ANNUAL REPORT OF THE PRESIDENT TO THE BOARD OF TRUSTEES OF GUILFORD COLLEGE

As an introduction to our annual report, I am presenting twenty-three items of progress made by the College in recent years:

1. The assets of the College have increased from \$435,826.18 in 1918 to \$1,025,918.79 in 1928.

2. The increase in the endowment for the same period was from \$181,826.18 to \$575,000.00.

3. The total income for the educational program in 1918 was \$22,000.00. In 1928 it was \$77,000.00.

4. The salaries of the faculty have been increased from \$19,000.00 in 1918 to \$62,000.00 in 1928.

5. In 1918 the number of books in the Library was 7,000. In 1928 the number had been increased to 11,000.

6. The number of students who had college ranking in 1918 was 130. The number in 1928 was 322.

7. In the new standards adopted by the North Carolina College Conference in 1922, Guilford College secured an "A" rating.

8. The College secured membership in the Association of Colleges and Secondary Schools in the Southern States in 1926. This gives national recognition to our graduates.

9. The College was placed on the approved list of the American Medical Association in 1927.

10. The department of home economics, which is a comparatively new department, has been transferred to new rooms in Founders Hall in close association with the dining room and kitchen in that building.

11. The department of education was established in 1917, and has become one of the five largest departments in the College.

12. The department of physical education for women has been developed and thoroughly organized in the past few years.

13. The department of economics and business was established three years ago.

14. The department of psychology and philosophy was established two years ago.

15. In recent years the glee clubs have added new features to the college life, and this has been further developed in the past two years by the addition of the choral society and the a Capella choir. The

work of these organizations has attracted much attention to the musical life of the College.

16. Classes in expression have been added to the work offered by the College.

17. In the past four years the curriculum has been completely reorganized for the purpose of introducing modern educational ideas into the work of the College and for the purpose of introducing definite objectives into the classroom work.

18. Regular medical service has been provided for the students. A physical examination is given at the beginning of the year by a woman doctor for the women and a man for the men. The doctors have weekly conferences with the students throughout the year.

19. The equipment in the kitchen has been arranged for greater efficiency, and a refrigerator has been added.

20. There has been extensive improvement in the dormitories during the past two years, especially in Founders and Archdale Halls.

21. The Library and Chapel have been improved and redecorated.

22. A new central heating plant has been built, large enough to accommodate all the buildings on the campus. Connected with this new heating plant rooms for the laundry have been provided and equipped with modern machinery.

23. Three additional cottages have been remodeled and made available as homes for members of the faculty.

These achievements speak well for the life and vigor of your College and indicate something of the possibilities for its future if it continues to enjoy the support in the coming ten years that it has in the past decade.

The Ninety-second Year

The ninety second year of our work has been marked by a great deal of harmony between the faculty and the students, especially in the work of the class-room where the cooperation has been unusually satisfactory.

The work of the College was interrupted somewhat by an epidemic of influenza in December, which made it seem advisable to adjourn the College a week before the time for the regular Christmas vacation. This was partly made up by shortening the time for examinations and shortening the spring vacation by two days.

Attendance

The enrollment has not been quite so large as it was last year, the total for last year being 322, this year 314. There will probably be a further dropping off during the coming year, due to the fact that the urge to go to college seems to have passed its peak and the financial depression is becoming a serious barrier in the way of many who would like to attend college.

Enrollment for regular academic year	305
Those who attended summer school only	9
Total enrollment for the year	314
Men	148
Women	157
Boarding students	243
Day students	62
Friends	118
Enrollment for summer, 1928	56
Enrollment for first semester	295
Enrollment for second semester	275
Graduate students	2
Seniors, including all who graduated in 1929	61
Juniors	29
Sophomores	68
Freshmen	106
Irregular	32
Special	9

The outstanding item in the statistics for the year is found in the number of graduates. There are eighteen more than in any other year.

Ten different yearly meetings of Friends were represented in the student body during the past year. There were seventy Methodists, forty-five Baptists, and seventeen Presbyterians. Other churches represented were the Episcopal, Christian, Disciple, Lutheran, Moravian, Pilgrim Holiness, Universalist, and Catholic. The students come from ten different states, the District of Columbia, and from Cuba and Japan.

Distribution of the Teaching Load

In the past two annual reports we have presented the distribution of the teaching load as measured by the number of student hours in each department and the number of juniors and seniors majoring in each department. In this report we are giving the average number of majors and the average number of student hours for the past three years. The student hours are obtained by multiplying the number of students in each class by the number of times it recites each week.

	<i>Student Hours</i>	<i>Majors</i>
Biology	231	4.6
Chemistry	204	4.6
Economics	176	2
→ Education	355	*
English	615	10.6
French	370	7.3
German	116	.3
Greek	58	.3
History	389	34
Home Economics	66	3.6
Latin	59	0
Mathematics	382	6.3
Music	68	.3
Natural Science	279	*
Philosophy	131	1
Physics	169	2.3
Religion	255	1.6
Spanish	147	*

* No major offered.

The largest departments are English, history, mathematics, French and education. The department of education which, as shown by the above statistics, is one of the largest departments, should at this time receive our careful consideration. The State Department of Education is inaugurating new and more specific requirements for the training of teachers, a situation which is placing more and more of a burden upon this department. The question naturally arises, therefore, should we continue to enlarge the work at the expense of

other departments, or should we give up the idea of training teachers and stick to the purely academic or scholastic phases of higher education?

Some eight or ten years ago I investigated the question as to the percentage of Guilford graduates who entered the teaching profession, and found that 74% of the graduates at that time had gone into the teaching and that 34% had remained in the profession. In order to see whether there has been any change in the proportion of our graduates who enter this profession, I have examined the graduates for the past ten years and find that 77% of them have entered the teaching profession and that 61% are still engaged in this kind of work. The indications are, therefore, that Guilford College is primarily, at least so far as its graduates are concerned, a teacher training institution and that our largest service to society and to the state has been in this field. It would appear, therefore, to be our obligation to keep pace with the requirements of the State Department of Education and to continue to provide the facilities whereby our students may prepare themselves to secure "A" grade certificates.

Those who are especially interested in the distinctively Christian work of the College and in its contribution to the Yearly Meeting will be gratified to observe that, with the exception of natural science, which is required of all freshmen, the sixth department in size is the department of religion which includes the Biblical literature and religious education. We anticipate within the next few years a considerable increase in the service which this department will render, not only to the church, but to the individual students. There were eleven students preparing for the ministry during the year and two others decided near the close of the year to enter definite Christian service. An indication of the contribution the College is making to the Yearly Meeting is found in the fact that 56% of the membership of the standing committees are former Guilford students or members of the faculty.

Some Faculty Activities

In addition to maintaining the class-room instruction and discipline of the College, the faculty has devoted much time to a careful study of the administration of the curriculum, so as to bring about more definite objectives and to arouse in the students a greater interest in scholarship. The new curriculum, worked out and published a year ago, offers great opportunities for the development of

methods along these lines. It is assumed that if the faculty is able to outline objectives to the students and devise periodic tests to determine their progress toward these objectives we would thereby stimulate a greater interest in scholastic achievement. The faculty has also given consideration to methods for meeting the new requirements of the State Department of Education for the certification of teachers. Much work still lies ahead of us along these lines, but it is hoped that within the coming year we will be able to issue bulletins setting forth definite plans for accomplishing these things.

Administration

In previous reports I have pictured to you the activities of the students and the faculty. In this report I shall try to give you some idea of the work of the officers of administration. Those who examine the annual report of the treasurer will observe that under "Administration" the salaries are listed as \$13,000.00, and may wonder what the people do who receive these salaries. The officials who receive them are the president of the College, the business manager, the field agent, the treasurer, the registrar, the librarian and the stenographer.

The business manager has the supervision of the various non-educational departments of the College. These departments are the boarding department, the dormitories, the farm, the laundry, the cottages used for homes of the faculty, the book store, and the pressing club. The handling of these seven non-educational departments involves an expenditure of \$67,229.32, and an income of \$68,114.66. The net income for the management of these departments amounted this year to \$885.34. This last figure is the only one that appears in the treasurer's annual report which is published with the report of the president. It appears under the item of "Gain for Non-Educational Departments." The business manager also has charge of the educational buildings and the heating plant, the men employed for the operation of the heating plant, and the janitor work. He also has charge of the campus. The College Loan Fund amounts to approximately \$26,000.00, which is loaned out in 147 notes. The business manager has charge of the collection of these notes and assists the treasurer in collecting student accounts.

The treasurer keeps the books of the College, collects all bills from the students, receives the income from the endowment, and pays all the bills. These two officers of the College, the treasurer and the

business manager, handled \$91,947.85, the expense of operating the educational work, and \$67,229.32, the expense of operating the non-educational departments, making a total of \$159,177.17, in addition to the Student Loan Fund.

The registrar has charge of keeping all the students' grades and other records of the college work. She sends out all the reports concerning the students' records. This includes not only records of grades sent out four times a year to parents, but also records to the State Department of Education and to other institutions where our students go for further study. She also has charge of the classification and the readjustments in the classification of students. She makes out the schedules and attends to the many readjustments of the schedule. The records kept include the grades, the class attendance, the campus activities of all the students. Insofar as we can, we keep a record of the activities of our students after they graduate or leave College. The registrar keeps the minutes of the faculty meeting and sends out all faculty notices.

The field agent devotes a part of his time to teaching, part to the work of keeping in touch with the high schools of the state and part to correspondence with prospective students and prospective donors. He has devoted a great deal of time collecting pledges and soliciting donations to the College. He also has charge of helping Guilford men and women to secure teaching positions.

The librarian, of course, has complete charge of the administration of the Library, which includes the selection, the purchase, and the cataloging of new books and their arrangement in the Library. To keep things in such perfect order that any one of eleven thousand books and a large number of pamphlets and periodicals may be located at any time, requires an accurate system and much detailed care. In addition to her administrative duties the librarian contributes much to work of the College as a teacher. She trains the students in the use of the Library and guides them in their reading and research.

The president, during the past four years, has devoted from a third to a half of his time to teaching in order to try out certain experiments with a view to reorganizing the curriculum and the introduction of more efficient methods into the educational program. During the last semester he was scheduled for fourteen hours of instructional work. In addition to this he, with the assistance of the business manager, and the secretary of the Alumni Association, ed-

ited six College bulletins. Outside of the regular meetings of the faculty and its committees and the work in the local monthly meeting he attended and participated in fifteen religious and educational conferences during the year. The regular work of the president consists of daily conferences with members of the faculty and student body, and the maintenance of the correspondence, which amounts to 1,200 or more personal letters per year. There are also detailed reports to be made out to the Association of Colleges and Secondary Schools of the Southern States, the North Carolina College Conference, the Bureau of Education in Washington, and the annual report to the trustees. There are also many questionnaires to be answered in connection with inter-collegiate studies by various commissions and associations such as the American Association of Colleges. There is, also, the work of preparing reports and arranging business for the four regular meetings of the board of trustees, and the job of investigating a large number of candidates to fill the vacancies that occur in the faculty. These are some of the detailed duties which must be attended to in the midst of his studies for the future development of the College and the outlining of a progressive program of administration.

Finances

The serious problem of how to secure enough income to meet the salary schedule required by the Association of Colleges and Secondary Schools of the Southern States is the most urgent problem before us. We may say, however, that a salary schedule even higher than that required by the standardizing agencies is necessary to secure the men we would like to have on our college staff. An increase of twenty thousand dollars a year to our annual income is necessary if we are to maintain our present standing in the educational world.

There are just three ways to do this: increase the charges, increase the endowment, or secure annual gifts. The customs well established in this country indicate that the students pay about 40% of the cost of their education in college. Since our students are paying about that proportion of the educational expenses at Guilford College, it follows that we must increase our income from other sources before we can raise our tuition. We must, therefore, take steps to secure a larger endowment and until this is done, secure contributions to our annual income.

Outstanding notes amounting to \$91,925.00 make a serious situation to face, but when we consider the recent growth of our assets

the situation is not so discouraging. This debt has accumulated in the past three years, but during the same period the total assets of the College have increased from \$916,000 to \$1,050,000. Not all of this increase of \$144,000 is real. Some of it is only apparent, resulting from a more complete inventory of our equipment. Enough of it is represented in permanent improvement and additional endowment to very nearly equal the indebtedness. The treasurer's report shows a deficit of \$17,420.64 for the past year ending June 15th. On the other hand \$6,156.40 has been added to the endowment and \$1,609.63 has been added to the student loan funds. The Guilford College Club and the Advisory Committee have spent about \$4,400 in improving the auditorium in Memorial Hall. In addition to this the Advisory Committee has secured a corner cupboard and has bought over a hundred dollars worth of china for the College. They have also helped to buy three pianos for the music department. We wish to express our appreciation to the members of the Guilford College Club for their energy and resourcefulness in raising money for improvements at the College and for the splendid cooperation of the Advisory Committee in making our working and living conditions more convenient and attractive. In spite of this help and these improvements, we are face to face with the fact that our annual income is not sufficient to meet our annual expenses, and that it would take an addition of at least \$400,000 to our endowment to give an income large enough to make up the deficit. Until that is secured friends of the College should plan to make annual donations to the operating expenses in much the same way as they do to churches and other benevolent organizations. We find that some of the other denominational colleges receive a considerable portion of their income from church funds, which greatly helps them in meeting the modern standards for the administration of college affairs.

We do not wish to leave the impression that our most serious problems are the financial ones. Our financial goals are not ends in themselves; they are only means for meeting the real problems which our College is supposed to solve. The real goal for which we are striving is the production of a manhood and womanhood that will bring us a little nearer to the realization of the Kingdom of God on the earth. We are to train the intellect, but that is easy compared with building up a faith and a hope which will give birth to that spirit of love which leads people out to a life of service and fellowship, and which brings to the human soul its greatest satis-

faction and its surest consolation and joy; to build a faith and hope of this kind in times like these when so many are losing faith in the inner spiritual realities and are seeking only the outer material joys and comforts is a task to test our utmost resources, but these greater inner spiritual virtues we must ever keep before us, and with prayer and fasting labor for the realization in the coming generation if we would save it from destruction.

GUILFORD COLLEGE INCOME AND EXPENSE FOR YEAR
ENDING JUNE 15, 1929

Income

Student fees:

Biology	\$ 572.40
Chemistry	1,076.00
Expression	345.50
Graduation	640.00
Home Economics	352.00
Music	1,306.15
Natural Science	591.20
Physics	484.00
Registration	6,164.50
Tuition	26,249.40

\$37,781.15

Endowment 31,490.88

Sundry donations 5,000.28

Non-Education departments 885.34

\$75,157.65

Deficit 17,420.64

\$92,578.29

Expense

Administration \$ 15,678.36

Instruction:

Biology	\$ 448.53
Chemistry	723.78
Home Economics	94.91
Library (books, periodicals)	795.19
Mathematics	1.40
Music	572.91
Natural Science	371.35
Physics	442.87
Salaries	48,924.54
Sundry	232.94

52,608.42

Maintenance:

Annuities	1,370.00	
Campus	2,019.76	
Education buildings	5,076.71	
Garage	14.20	
Insurance	1,456.59	
Interest	4,731.34	
Other expense	331.93	
	<hr/>	15,000.53

Promotion:

Endowment campaign	151.73	
News service	454.85	
Postage	213.56	
Scholarships	3,038.00	
Student campaign (advertising, printing, soliciting)	1,620.91	
Sundry	1,641.40	
	<hr/>	7,120.45

Paid from endowment income:

College Loan Fund (loans to students)	609.63	
Ezra Meader Fund unused	28.60	
Girls Aid Fund (New Garden Hall)	406.04	
Peace Fund unused	2.84	
Scholarship Funds unused	492.98	
	<hr/>	1,540.09

\$91,947.85

Old accounts closed 630.44

\$92,578.29

Maud L. Gainey, Treasurer.

GUILFORD COLLEGE BALANCE SHEET

JUNE 15, 1929

Current:	<i>Assets</i>	
Cash on hand and in bank	\$ 1,054.67	
Accounts receivable	5,687.03	
Bills receivable	1,193.75	
Live stock and supplies	14,938.66	
Sundry items	55.55	
	<hr/>	\$ 22,929.66
Investments:		
Endowment	563,558.72	
Annuity funds (contingent endowment) .	4,000.00	
Annuity funds (dormitory)	29,000.00	
Annuity funds (real estate)	5,000.00	
	<hr/>	601,558.72
Fixed:		
Land and buildings	363,500.00	
Equipment	62,394.00	
	<hr/>	425,894.00
		<hr/>
		\$1,050,382.38
Deficit		87,509.03
		<hr/>
		\$1,137,891.41

Current:	<i>Liabilities</i>	
Accounts payable	\$ 1,648.64	
Bills payable	91,925.00	
Deposits and fund accounts	6,665.05	
	<hr/>	100,238.69
Deferred:		
Annuity bonds		54,200.00
Fixed:		
Plant—real estate and buildings	357,500.00	
Equipment	62,394.00	
Endowment	563,558.72	
	<hr/>	983,452.72
		<hr/>
		\$1,137,891.41

Maud L. Gainey, Treasurer.

In addition to the above assets, the college holds personal notes bearing 6% interest in favor of the endowment amounting to\$10,495.87

The college also has a student loan fund of 21,609.63

Vol. XXII

1930

No. 4

GUILFORD COLLEGE
BULLETIN OF INFORMATION

Summer Session



Announcement
1930



PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

LOW COST SUMMER EDUCATION

GUILFORD COLLEGE offers opportunity for regular college credit for a semester's work in as many as three courses during a summer session of nine weeks, including courses in Education for teachers. The summer session begins Tuesday, June 3, and extends to Monday, August 4. Tuition alone, in addition to a five dollar registration fee, will be only nine dollars for each three-hour course. Thus, for students who can live at home, the entire cost for the session would be *only thirty-two dollars* plus the cost of books. All classes meet six days a week, except that, by lengthening afternoon classes, there are no meetings on Saturday afternoons.

The maximum credit for the nine weeks is ten semester hours. *Credit* and the normal registration is for nine hours of work—that is, three courses. Two "three-hour" courses in a number of subjects are offered whereby a student may receive credit for a whole year's regular work, equivalent to two "three-hour" semester courses. For example English 3 and 4 may be taken, giving a year's credit in English. Such courses meet two hours daily, except laboratory courses, which meet for a longer period. The earning of six hours of credit in Biology, Chemistry, or Physics meets the College requirements for graduation, in so far as these studies are concerned.

Young men live in Cox Hall and young women in Founders *Living* Hall, and all eat in the dining room in Founders Hall.

Everything possible is done to build up an atmosphere of study, an undertaking which is made easier by the absence of outside activities which occupy so much time in the regular year. A number of tennis courts and the beautiful woods and hills of the college campus and farm, however, offer adequate opportunity for exercise and recreation. The campus with its great trees is a delightful spot in summer.

The necessary expenses of a summer school student can *Expenses* be kept within ten dollars a week for the entire period, and of course would be much less for a student who could live at home. All bills are payable at the Treasurer's office at the time of registration. The ordinary expenses are as follows:

Registration, \$5.00; Tuition (9 hours), \$27.00; Board, \$45.00; Room, \$10.00. Total, \$87.00. Students wishing laundry done at the College may obtain this service for five dollars for the session. Tuition is paid at the rate of three dollars per credit hour.

FACULTY

DUANE McCracken, Professor of Economics and Business, Director of the Summer Session. *Economics and Education.*

PHILIP W. FURNAS, Professor of English (Acting Director until June 1st. Address inquiries to him until that date.) *English and French.*

DR. C. O. MERIDITH, Professor of German in the University of Richmond. *German.*

L. L. WILLIAMS, Instructor in Biology at the University of North Carolina. *Biology and Mathematics.*

DR. WILLIAM L. LOFTIN, Professor of Chemistry. *Chemistry.*

MISS FLO OSBORNE, *Typewriting and Bookkeeping.*

WALDO WILLIAMS, *Physics.*

VIVIAN P. ARMPFIELD, *Hygiene.*

MRS. DUANE McCracken, *Dean of Women.*

COURSES OFFERED

1. SCIENTIFIC GROUP

- | | |
|--------------------------------------|---------|
| a. Biology—General Biology | 6 hours |
| b. Chemistry—General Chemistry | 6 hours |
| c. Physics—General Physics | 6 hours |
| d. Mathematics—College Algebra | 6 hours |
| e. Hygiene | 3 hours |

2. LANGUAGE GROUP

- | | |
|-----------------------------------|---------|
| a. English—Freshman English | 6 hours |
| Sophomore English | 6 hours |
| b. German—Beginning German | 6 hours |
| Second year German | 6 hours |
| c. French—Beginning French | 6 hours |

3. SOCIAL SCIENCE GROUP

- | | |
|--|---------|
| a. Education—History of Education | 3 hours |
| Principles of Elementary Education | 3 hours |
| Principles of Secondary Education | 3 hours |
| b. History—English History | 6 hours |

Any reasonable shift in the plan of courses will be made to meet the needs of each individual registered. Additional work in the above fields or other fields will be offered on sufficient demand.

THE COLLEGE CURRICULUM

In order for students attending the summer session to plan their work in view of the general college requirements, the curriculum is printed below. This curriculum attempts to unify and co-ordinate the entire college course. The subjects printed in ordinary type above the blank space are required, while those below make up the progressive development of a major. Many of the required subjects are offered in the summer school. Any of the instructors will be glad to advise concerning majors.

OUTLINE OF THE COLLEGE COURSE OF STUDY

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Natural Science	Psychology and Social Science	Social Science	Philosophy and Religion
English	Literature and Fine Arts	Biblical Literature	
Language	Language		Elective
Mathematics			Major or Related Subject
	Major or Related Subject	Major or Related Subject	Major or Related Subject
<i>Major</i>	<i>Major</i>	<i>Major</i>	<i>Major</i>
Physical Education	Physical Education	Physical Education	Physical Education

Entered at Guilford College, N. C., as second-class matter under Act of Congress, August 24, 1912.

GUILFORD COLLEGE

Bulletin

*Guilford College on the Friendly Road
In Guilford County
North Carolina*

Second Oldest Co-educational College
in the South

The Big Little College





Many

Editors and Business Managers of the student

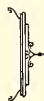
TWO have a good time? Of course, college students should have a good time. Why not? But how? By **FELLOWSHIP** with clean wholesome young people who have high ideals and high ambitions; by friendship with teachers who are men and women of learning and understanding and who are themselves good sports. That is what we believe in at Guilford.

We also believe that a fellow has the best time when he wins his game. What is the college game? It is a fight against ignorance. It is a race to win the crown of knowledge. It is the long search for the borderland in, at least, one realm of knowledge. **SCHOLARSHIP** is the crown the student may wear. Any student may win it and no one else can have it. Look at the curriculum on the back of this folder. Observe the major and its related subjects. This indicates the time allowed for the mastery of one's favorite field of study. The choice may be made in the field of the sciences—physics, chemistry, biology or home economics. It may be made in the field of language and literature—English, French, German, Spanish, Latin or Greek, or one may venture into the field of the social sciences—history, political science, economics, business



THE GUILFORD FELLOWSHIP

*ends create wide interests, wide interests lead to noble living,
noble living forms great characters.*



ications.

Vigor of mind and vigor of body are complimentary.

Why GO TO COLLEGE?



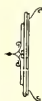
and education, or, into psychology and philosophy or Biblical literature and religion or into music.

But, why do we come to college? For fellowship and for scholarship? Yes, but for more. We wish to be men and women on the level with the great world of men and women. We want to understand the great movements of the world. Where did this old world come from and where is it going? By what power is it moving and how is its machinery put together? How can we take hold in order to have a hand in its affairs and help to direct its destiny and our own? To help the students to secure this **LARGER CULTURE** and to form a philosophy of life,

the upper part of the curriculum on the back of this folder has been planned. It begins in the Freshman year with a review of the natural sciences, and a mastery of the intellectual tools—English, language and mathematics. It continues in the Sophomore and Junior years with a study of psychology and the social sciences and an appreciation of world literature, the arts and Biblical literature and leads to the effort in the Senior year to get some understanding of philosophy and religion as guiding principles in a dynamic life.

Scholarship and philosophy do not make a useful life unless they are attached to some job or profession. Learning and understanding must be hitched up to some task. Naturally, some **PROFESSIONAL TRAINING** or the building up of a career should come after the college course. Guilford College does give professional training in education, in the ministry, and in business and homemaking. It, also, guides the student in pre-medical, pre-law and pre-engineering work.

For a full explanation of the opportunities offered, send for a catalogue. Guilford College on the Friendly Road, Guilford College, N. C.



Many

Editors and Business Managers of the student

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Founders Hall, built in 1837, is still the center of the life of the college. Its wide porch and comfortable parlors seem to express the old-time hospitality and friendliness of the college.



The attractive reading room of the library, shown below, invites us to communion and conference with the great minds of all ages.



The program of Physical Education for the women with its drills, games and health instruction brings them grace of action, vigor and happy recreation.

How Students Carry On at GUILFORD COLLEGE



The A Capella Choir, shown at the left, is attracting wide recognition for its excellent work and offers attractive opportunities for students who are musically inclined.



Editors and Business Managers of the student publications.



Vigor of mind and vigor of body are complimentary.

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The Course of Study

THE curriculum at Guilford College has two main phases. The first objective is to acquire a wide acquaintance with the arts and sciences with a view to forming a philosophy of life that will support a strong Christian character. The second phase seeks to acquire scholarship in some one field and to accompany these special studies with the related subjects that will make scholarship effective in the affairs of life. The fields from which a major may be chosen are: English, Latin, Greek, French, German, Spanish, History and Political Science, Economics and Business, Education, Biology, Chemistry, Physics, Home Economics, Music, Religion, and Psychology and Philosophy.

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
6 Natural Science	6 Psychology and	6 Social Science	6 Philosophy and	6 Religion	6 Religion	6 Religion	6 Religion
6 English	6 Literature and Art	6 Literature and Art	6 Foreign Language	6 Foreign Language	6 Foreign Language	6 Foreign Language	6 Foreign Language
6 Foreign Language	6 Mathematics	6 Mathematics	6 Mathematics	6 Mathematics	6 Mathematics	6 Mathematics	6 Mathematics
6 MAJOR	6 MAJOR	6 MAJOR	6 MAJOR	6 MAJOR	6 MAJOR	6 MAJOR	6 MAJOR
2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education

What are Your Opportunities?

What are your chances of being the editor of the college paper in a larger University? Divide the total number of students by four. You find your chances are one in 500 or one in a 1000 or 2000. In a small college you would have one chance in 100, more or less. The same would be true of any other position to which you might aspire. What would be your chance of securing a position on a varsity team in a large university? Divide the number in the student body by the number in the squad. You find your chances are one in a hundred or two hundred, but in a small college there is one chance in about ten.

The small college, which maintains the various student activities, gives to a larger portion of its student body the chance to participate in positions of leadership.

It also offers a finer fellowship. What are the possibilities that a student will know all the faculty or all his fellow students in a big institution? None at all. It is impossible. He does not try. He just falls in with a small group and makes little effort to go outside of his daily contacts. But in the small college each student is expected to know all the faculty and all the members of the student body. He, therefore, makes the effort to do what he is supposed to do. As a result, he actually builds up a larger fellowship. In the large university a fellow's friends are apt to be those of his own class or fraternity. In the small college the Freshman will have friends in the Junior and Senior classes. He will know students in other departments than those in which he has his work, and will know professors with whom he may not have any classes.

In the smaller colleges there is, also, a finer sense of personal value. Every student seems essential to the life of the college. Everybody counts in the affairs of the group. The capabilities of every one are drawn out and directed into some significant line of work or service for the college. For fellowship, for stimulating opportunities, for happy days long to be remembered, the small American college has few rivals.

What of life after college? Can the small college point to men of successful careers? Several studies have been made which indicate that the graduates of the small colleges, in proportion to their number, outrank all other groups in their ability to rise to positions of honor and to perform outstanding service and to achieve unusual success.

Into the teaching profession, into business, into law, into the ministry, into the legislature, into congress, into state and national politics, into national athletic leagues, and into state and national associations and societies Guilford men and women have gone, and have commanded recognition for their ability and skill.

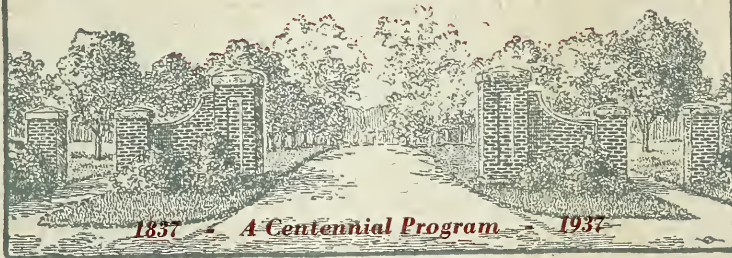
For information concerning the entrance requirements, courses offered, the expenses and the requirements for graduation, we will gladly send a catalogue. Address—

GUILFORD COLLEGE
Guilford College, North Carolina

Guilford College

ON THE FRIENDLY ROAD IN GUILFORD COUNTY

North Carolina



1837

A Centennial Program

1937



LOCATION

GUILFORD College is located on the Friendly Road in Guilford County, North Carolina, five and one-half miles west of the city of Greensboro. The entrance to the college grounds is one mile from the Guilford College station, on the branch of the Southern Railway between Greensboro and Winston-Salem. The campus is especially attractive in its natural beauty and is situated in the rolling oak and hickory woodland of the Piedmont region noted for its mild and healthful climate.

Historically, this vicinity is rich with interest. A few hundred yards from the campus on the Friendly Road is the Dolly Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe Cannon," and three miles north is the famous battle ground of Guilford Courthouse. Near the campus granite stones mark the site of the old Yearly Meeting House used as a hospital during that battle.



GUILFORD FROM THE AIR



FOUNDERS HALL.

This hall stands at the end of the main driveway. It was built in 1837 when the old New Garden Boarding School opened its doors. In 1908 it was entirely remodeled and the second and third floors equipped as a dormitory for girls. On the first floor are the dining room, the young women's society halls, the dean's rooms, and reception rooms.



NEW GARDEN HALL

In 1907 this building was erected to meet the needs of young women who wished to lessen expenses by co-operative housekeeping. In recent years, student service has been extended to all dormitories.



COX HALL

The late Jeremiah S. Cox, of Greensboro, N. C., gave and endowed this building for young men. The three center sections were added in 1912, and two new sections were added in 1917. On each floor of each section there are four rooms; each group of four has its own shower bath and lavatory.



ARCHDALE HALL

This Hall for young men was erected in 1886, and was named in honor of the Quaker Governor, John Archdale. It was renovated during the past summer. The men's center, a social room, and committee rooms for student activities occupy half of the first floor.



THE LIBRARY

The Library was built in 1919. It contains more than eleven thousand volumes. The reading room is well supplied with the state papers, and the best magazines and periodicals representing general literature and the special departments. In the vault are many old manuscripts and other interesting material.



MEMORIAL HALL

Memorial Hall was erected in 1897 by the former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon. It contains the administrative offices, book store, the Guilfordian room, post-office, chemical laboratory and lecture rooms, biological laboratory, auditorium, and museum.



THE VIGOR OF YOUTH



YOUR BODY IS THE TEMPLE OF GOD



A GREAT FELLOWSHIP

*These young people are our joy, our crown,
we love them well that they may grow*



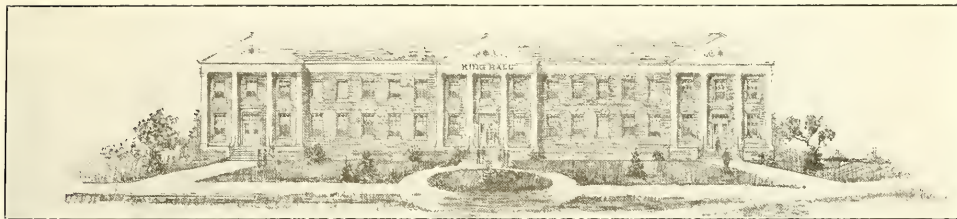
THIS COLLEGE FAMILY

*unity and our hope. We should serve
e serve their generation.*



KING HALL

King Hall is named for the noted benefactor and friend, Francis T. King, who took a leading part in the re-organization and expansion of the College in 1888. The building contains class rooms and laboratories, but as it now stands, it is incomplete. Plans for its completion are shown on the opposite page.



KING HALL—ENLARGED AND COMPLETED

THE new wings on each side of the present King Hall should bear the names of other friends or benefactors of the college. The cost of each wing will be one hundred thousand dollars. See the items "class-rooms and museum" and "class-rooms and laboratories" in the building program on page 19 of this booklet.

- When this building is completed it will accommodate all the class work and laboratory work of the college. A building to serve as a center for recreation and physical culture is provided for in our centennial program. The first floor of Memorial Hall will be remodeled for administrative purposes.



THE NEW GARDEN MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.



Y. M. C. A. HALL

The Y. M. C. A. Hall was built in 1891 to accommodate the Young Men's Christian Association. The upper floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies. The first floor is used for the Music Department and the meetings of the Y. M. C. A.



THE NEW GARDEN PATH

FACTS ABOUT GUILFORD

Founded 1837.

Co-educational.

Enrollment limited to three hundred.

Sponsored by the Society of Friends.

Non-sectarian in spirit and in practice.

Operates its own laundry, truck gardens, dairy and farm.

Sympathetic helpfulness given to students who must earn part of their expenses.

A strictly liberal arts college, granting the degrees of A.B. and B.S. only.

Provides excellent pre-medical, pre-law, and pre-engineering courses.

A student may major in home economics, in music, or in business administration, in addition to the usual academic subjects.

Opportunities for teacher training work are provided in the local high school.

Holds membership in the Association of Colleges and Secondary Schools of the Southern States, and for that reason its credits are recognized by colleges and universities throughout the United States.

Located in the Piedmont section of North Carolina, on a farm of three hundred acres, its surroundings are healthful.

Situated on the Friendly Road, in Guilford County, just six miles from Greensboro, fifteen miles from High Point, and twenty-three miles from Winston-Salem, it is easy to reach by train or motor.

STUDENT ACTIVITIES



The social life of the student body is organized by joint faculty and student organizations.

The spiritual interest of the students finds an opportunity for expression in the work of the Y. W. and Y. M. C. A.

The mild climate makes possible all year out door sports. The young women engage in a complete athletic program, including the major sports: hockey, tennis, basketball and baseball, and regular gymnastic and corrective training. The men are properly coached in the various branches of athletics.

There are four literary societies, two for women and two for men. These organizations are very active and add considerably to the social and literary activities of the students.

A weekly newspaper, *The Guilfordian*, and the annual, *The Quaker*, provide opportunities for practical writing and journalism.



GUILFORD'S CENTENNIAL PROGRAM

Seven Years Work—the Goal in 1937

1. *The Guilford College Centennial Club organized to raise \$25,000 a year. This balances the budget, and finances the program.*

2. *Increase the Endowment from \$590,000 to \$1,300,000 \$710,000*

3. *Building Program:*

Classrooms and Museum \$100,000

Classrooms and Laboratories 100,000

Gymnasium 65,000

Gymnasium Equipment ... 10,000

Athletic Field 10,000

Stadium 10,000

President's Home 20,000

Infirmary 10,000

Shop and Store Room 2,500

Faculty Apartments..... 17,000 344,500

4. *Heating Plant and Water Supply:*

Additional boiler in Central plant and Extension of Steam Lines...\$ 25,000

Additional Water Supply and Purification Plant . 15,000 40,000

5. *Improvements and Repairs:*

Memorial Hall..... 25,000

Cox Hall—Dormitory... 10,000

Library 10,000 45,000

6. *Laboratory Equipment:*

Biology 2,000

Chemistry 3,000

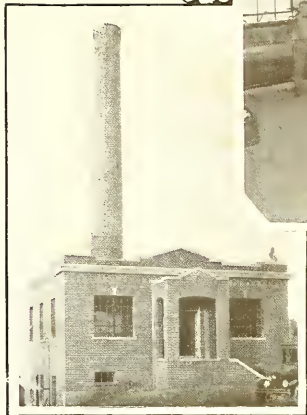
Physics 1,000

Home Economics 2,000 8,000

7. *Museum 2,500*

8. *Elimination of Indebtedness 100,000*

Total for Endowment, Building, Equipment and Improvements by 1937 \$1,250,000



CENTRAL HEATING PLANT

The Central Heating Plant, built in 1927, is modern in its equipment. The first floor contains a well equipped laundry and pressing room.

NEW MOVEMENTS at Guilford College



Guilford College Bulletin

VOL. XXII

1930

No. 6

New Movements at Guilford College

In the recent folder we sent you, the new curriculum and its significance in higher education was discussed. This program, in which we undertake to guide the students in their efforts to understand the modern world in which they are to work and to which they are to make their contribution, is a new and unique feature in college training. It simplifies the selection of courses. It has a definite object in view. Who does not wish to have some plan of life that will fit into the times in which one is living? That is just what the required work at Guilford College undertakes to provide. Furthermore, our new curriculum shows the student just how he can fit his own special interests into his search for an understanding of modern life and society. He has complete freedom in the choice of his major, which he then carefully plans with the professor, who has charge of that work.

You should carefully study this new curriculum before you definitely decide where you are going to college.

Another new feature of the work at Guilford is the plan for **practice teaching** which will provide the training required by the State Department of Education. This work will be done in the public school where the conditions are like those into which the teacher will go, when he or she

GUILFORD COLLEGE, with its ninety-three years of sound educational policies, is nevertheless a progressive college for progressive students in a progressive age.

Write for a catalogue and any other information you may desire.

GUILFORD COLLEGE

On the Friendly Road

In Guilford County

GUILFORD COLLEGE,

NORTH CAROLINA



Entered at Guilford College, N. C. as second class matron
under Act of Congress, August 24, 1912.

GUILFORD
COLLEGE
STUDENTS'
DIRECTORY



Session 1929-1930

You are preparing
for the
game of life
As you succeed in
College so will
you in life
Make a good job of it!



GUILFORD COLLEGE
STUDENTS' DIRECTORY



TWENTY-SIXTH EDITION

1929-1930

EDITORS

BUNYAN ANDREW

and

ANNIE KATE NEAL

Presented by the

Y. M. C. A. and Y. W. C. A.

IDENTIFICATION

Name

Class

Home Address

*The best way to brighten your life is to brighten
some one else's*

CALENDAR

NINETY-THIRD ACADEMIC YEAR

1929

September 6th Registration of Freshmen
September 10th

Registration of Sophomores, Juniors and Seniors

September 11th Class Work Begins

October 5th Examinations for Removing Conditions

November 12th First Quarter Ends

November 28th Thanksgiving Holiday

November 30th Henry Clay Oratorical Contest

December 19th, 11:30 a.m., Christmas Holidays Begin

1930

January 2nd, 1:15 p.m. Christmas Holidays End
January 16th, p.m., to 23rd, inclusive

Mid-Year Examinations

January 24th Second Semester Begins

February 22nd Zatasian Oratorical Contest

March 8th Examination for Removing Conditions

March 28th Third Quarter Ends

March 28th, 11:30 a.m. Spring Holidays Begin

April 3rd, 1:15 p.m. Spring Holidays End

April 12th Websterian Oratorical Contest

May 17th Philomathean Oratorical Contest

May 26th to May 31st Final Examinations

May 31st Senior Class Day

May 31st Alumni Day

June 1st Baccalaureate Service

Sermon before the Christian Associations

June 2nd Commencement Day

Conferring of Degrees

Commencement Address

GREETINGS

The Young Men's and the Young Women's Christian Associations extend to each new student a most heartfelt welcome to Guilford College. We are glad to have you with us to share in the richness and fullness of our ideals, to find new opportunities, both pleasing and profitable, and to give to the college your sincere love and loyalty. Let your motto be, "Start right, keep right."

The Associations need you and we feel that we can help you. Will you join us in making our work in the classroom and in other college activities the very best possible? If you need help and advice, let us know; we have your interest at heart and we will be glad to help you whenever and however we can.

Again we greet you most heartily, new students, and hope that we can help you from the very beginning to make your college home all that you have dreamed it would be—happy and lovely.

SUGGESTIONS

Every new student should be at the College in time to register before noon Friday, September 6th. Beginning with the afternoon of September 6th and continuing until the morning of September 11th, special conferences and exercises will be conducted for the Freshmen by the members of the faculty.

When you get off the train at Guilford College Station, you will find cars ready to transfer you to the College. Give the driver your trunk check, pay him 25 cents for your trunk and 25 cent for yourself, and tell him to which dormitory you wish to go. As soon as you arrive at the College you should go to the President's office in Memorial Hall and register. You will there be instructed concerning the other things you should do. Representatives of the Y. M. and Y. W. C. A. will be wearing badges, and will be glad to render any assistance to the new students and you should feel free to make your wants known to them.

OFFICERS OF THE Y. M. C. A.

President	Hale Newlin
Vice-President	Bunyan Andrew
Secretary	Glenn Robertson
Treasurer	Wilbert Braxton
Marshall	Preston Valentine

Chairmen of Committees

Bible Study	Sam Boose
Mission Study	Elbert Newlin
Religious Meetings	Ben Beach
Membership	Rembert Patrick
New Student	Currie Spivey
Social Committee	Bunyan Andrew
Music	Alton Tew

OFFICERS OF THE Y. W. C. A.

President	Catherine Cox
Vice-President	Annie Kate Neal
Secretary	Isabella Jinnette
Treasurer	Lola Monroe

Chairmen of Committees

Social	Louise Melville
Service	Gertrude Hinshaw
Bible Study	Mary Reynolds
World Fellowship	Eunice Lindley
Membership	Annie Kate Neal
Publicity	Margaret Fawcett
Music	Georgia Fulk
Undergraduate Representative	Jean Cochran

*The honor of your
presence is requested
at the*

RECEPTION

*given by the
CHRISTIAN ASSOCIATIONS
of the College to the
NEW STUDENTS*

*Saturday evening, September 14th
nineteen hundred and twenty-nine
seven-thirty to ten-thirty o'clock*

LOCAL Y. M. AND Y. W. C. A.

The Young Men's Christian Association of Guilford College was organized in 1889 as an outgrowth of a young men's prayer meeting, and since that time has been the prime factor in moulding the spiritual life of the young men. The organization is a part of the great student department of the Young Men's Christian Association and is in harmony with the various other organizations of a similar nature.

The Young Women's Christian Association of Guilford College was organized in 1904, being an outgrowth of the Woman's Christian Temperance Union. Since that time it has been a positive force in the development of the Christian womanhood of Guilford College. It, too, is a part of the great Y. W. C. A., and works in harmony with other such student associations throughout the state and nation.

We, the Guilford College "Y's", affirming the Christian faith in God the Father, in Jesus Christ, His only Son, and in the Holy Spirit, the revealer of truth and source of power for life and service, according to the teachings of the Holy Scriptures and virtues of the church, declare our purpose to be:

1. To lead students to faith in God through Jesus Christ.
2. To lead them into membership and service in the Christian church.
3. To promote growth in Christian character, especially through Bible study.
4. To influence them to devote themselves to bringing the Kingdom of God on earth.

Membership

Any student of the institution may be a member of the Association, provided he is in sympathy with the purpose. The membership fee of the Y. W. C. A. is \$2.00, payable at the beginning of the fall term; that of the Y. M. C. A., \$1.00 per year.

Meetings

The young men hold their meetings in Men's Center in Archdale Hall.

The young women hold their meetings in Memorial Hall. The regular weekly meetings are held on Thursday evening immediately after supper.

Receptions

The two Associations unite in giving a reception to the new students the first Saturday night after the opening of the College. At this time the new students are expected to meet the faculty, students and other persons connected with the college. Following this reception are other social gatherings arranged at appropriate times, to which all students are cordially invited. And here it might be added that the pleasure each one should derive from these social functions depends not so much upon the committee which has it in charge as upon the efforts of each individual to perform his part. Attend these socials with the idea of entertaining and you will be entertained.

Bible Study

Recognizing that a college education which does not include a knowledge of the Bible is incomplete, and also that spiritual growth and influence is determined by the same, the Associations have prepared courses for daily systematic Bible study. The regular Sunday school hour has also been taken for the meeting of the Bible classes. Every enrolled student is placed in a Bible class and expected to attend regularly. The classes are conducted either by faculty members or student leaders. An opportunity for free and unhampered discussion is extended.

Mission Study

The two Associations co-operate with the local Christian Endeavor and church in conducting a six weeks School of Missions which meets on Sunday

evening during February and March. About 200 students and citizens of the community enroll in these mission classes and enjoy a most interesting study of the various mission field and other problems of spreading the Kingdom of God throughout the world. The classes are free and it is hoped that every student will enter some one of them with the idea of getting in touch with the great missionary efforts.

Summer Conferences

One of the most pleasant and profitable events of the college calendar is the ten days summer conferences. The young men and young women hold their conferences at different times, but both are held at the Association grounds near Black Mountain, in the very heart of the Blue Ridge Mountains. At these conferences young men and young women from the entire south meet and have the Associations' problems discussed. Such men as Robert E. Speer, Sherwood Eddy and John R. Mott are speakers in these occasions. Every student should plan to attend one of the conferences some time during his college course.

Pointers of the Association

I. They Stand—

For clean Christian manhood and womanhood in the college; aggressive Christian work for and by students, and clean development, physical and social.

II. They Are—

1. The largest student organization in the world.
2. Organizations heartily supported by the faculty.
3. A part of the lives of thousands of leading college students.
4. The religious dynamic of college life.
5. Helped or hindered by YOUR relation to them.

III. They Offer You—

1. Attractive and inspiring religious meetings.
2. Choice fellowship.
3. Social life.
4. Courses in Bible and Mission Study.
5. Trips to conferences and conventions.
6. This handbook of information.

Why You Should Join the "Y"

Because—

1. The Association is a religious organization, and as such should have the support of every student.

2. In uniting thus with a band of others, working to one end, you come into close relationship with all that is best in college life.

3. It tends to broaden and strengthen your spiritual life and gives you splendid training in Christian work.

4. It tends to broaden your social life, since all college social activities are sponsored by the Y. M. C. A. and the Y. W. C. A.

5. The Association, to be successful, needs you with all your enthusiasm and earnestness.

6. You need us, too.

BE, DO and DON'T

Be—

A consistent Christian.

Friendly and courteous.

A gentleman or lady.

Cheerful.

Unselfish.

Generous.

Sympathetic.

Persistent.

Prompt.

Helpful

Honest.

Active.

On time.

Do—

"Make good" the first year.

Cultivate a pleasant disposition.

Love and appreciate your associates.

Choose your friends with care. The friends made in college will be your friends through life.

Work during study hours.

Bring money to buy books.

Attend church regularly.

Attend regularly and punctually all meetings.

Work hard, persevere and things will right themselves in time.

Learn to obey rules.

Neither borrow nor lend.

Join one of the literary societies.

Pay your fees.

Watch the bulletin board.

Take exercises regularly.

Join a Bible class.

Join the Christian Association and lead a life of daily prayer and Bible study, remembering that no character is complete unless it is modeled after that of Jesus Christ.

Don't—

Wait for introductions.

Disregard rules and regulations.

Cut classes.

Be fresh.

Choose companions too soon.

Smoke cigarettes or use tobacco.

Be a coward, stick to what you think to be right.

Be discouraged the first few days or weeks. These are the hardest of all in the whole year.

Walk on grass; try to keep your campus beautiful.

Drive tacks in the wall.

Talk, study or write during chapel exercises. Learn to respect place and speaker.

Take books from library without permission.

YOUNG WOMEN'S STUDENT GOVERNMENT ASSOCIATION

President	Norma Belle Wilson
Vice-President	Annie J. Ray
Secretary	Isabella Jinette
Treasurer	Margaret Warner

Class Representatives

New Garden—Annie Kate Neal, '30; Leona Guthrie, '31; Jean Cochran, '32.
Founders—Mary Ellen Lasiter, '30; Rebecca Day, '31; Virginia Clayton, '32.

House Presidents

New Garden Ruby Johnson
Founders Lockie Sears

The young women of the college are organized into a Student Government Association which has charge of the discipline.

The ruling body of the Association is the Student Government Board which works in co-operation with the Dean of Women. This board consists of the officers of the Association and two representatives from each class, who are chosen by the members of their classes, one from Founders and one from New Garden Hall.

The Association was organized in the fall of 1916 and since that time has been growing in power and enthusiasm. The aim which it has is to teach the young women to live honorably and unselfish in a community and to share in the government. It wants to teach them to become self-reliant and independent, which is only a part of the broader education for which we come to college. It is also a duty we owe to our college, our fellow students and ourselves. It is with this spirit that we ask our new students to join us in helping to make all our growing Association into a strong and indispensable organization.

YOUNG MEN'S STUDENT COUNCIL

President	Leslie Murphy
Vice-President	Otis Short
Secretary	James Bunn
Senior Representatives . .	Rembert Patrick, Otis Short
Junior Representatives . .	Thomas Cheek, James Bunn
Sophomore Representatives,	Wade Mackie, John Love

The Men's Student Council is composed of nine members, two elected from each class and a chairman who is elected from the men's student body at large. The organization does not partake of the nature of student government but rather of student co-operation in the discussion of matters concerning the welfare of the men of the college. It is an instrument through which an ascertainment of public opinion may be arrived at. Twenty carefully considered articles unanimously adopted by men of the student body make up the constitution of the organization. The Freshman class elects one representative to the Council during the first months of the school year, a second representative is elected December 15 and the Freshman class is fully represented throughout the remainder of the year.

THE LIBRARY

The library building is open from 8 a. m. to 5 p. m., with an hour for lunch. In it are the best daily papers, periodicals and books. Splendid opportunity is here offered for research work in any line. The arrangement of the books is simple, so that the students have no difficulty in finding the books desired. The librarian will be glad to assist those desiring help in finding material.

LITERARY SOCIETIES

Guilford can claim four good literary societies: The Websterian and Henry Clay for young men, and the Philomathean and Zatasian for young women. The object of these societies is to promote general

literary culture, to train their members in oratory and the art of debate, and to give them a general idea of parliamentary rules. Each society gives both an oratory medal and an improvement prize annually.

Too much cannot be said concerning the work of these societies. They serve as a training ground, and each student should identify himself with one of them. However much emphasis must be laid on the importance of making a careful and deliberate choice. Before deciding which society shall be yours, carefully consider the following points:

1. The standing, object and general policy of the organization.

2. Expenses, dues, etc.

3. The character of its membership. Study the type of men or women in each society, then make your choice, for your fellow-workers in society will be your strongest and closest friends throughout your college life. In no case should you make a hasty decision for your closest associates are at stake.

New girls will be divided equally between the two girl's societies. If a girl's mother or sister has belonged to either society, she may become a member of that society on request.

New students, let us again urge you to join one of these societies, for it is here that some of the best training the college affords is acquired.

THE COLLEGE PAPER

The Guilfordian is published weekly during the school year by the Henry Clay Philomathean, and Zatasian literary societies. It is designed especially for the benefit of the students, yet affords an excellent means of keeping the alumni in touch with the activities and progress of the college. Its purpose is to set forth the student life in all its various phases, and each department is represented.

EDITORIAL STAFF

Editor-in-Chief	James Harper
Managing Editor	Ruth Outland
Associate Editors	Mabel Ingold, Sinclair Williams
Alumni Editor	Miss Era Lasley
Assistant Alumni Editor	Ernest Scarboro
Faculty Adviser	Miss Dorthy Gilbert
Faculty Advisers	

Miss Dorthy Gilbert, Philip W. Furnas

Reporters

Earle Dickinson, Carrie Teague, Margaret Fawcett, Norma Belle Wilson, Gertrude Hinshaw, Grace Bulla, Marie Barnes, Eugene Hire.

Business Staff

Business Manager	Hale Newlin
Assistant Business Manager	Mollie Parker
Secretary	Elma Fawcett
Circulation Manager	Glenn Robertson

THE COLLEGE ANNUAL

The Quaker is published annually by an editorial staff selected by the student body. Its main purpose is to serve as a memory book in recalling the days spent in college. It also affords ample amusement for the alumni in the same way. It is designed to show the personnel of the faculty and the student body along with the various organizations and athletics.

EDITORIAL STAFF

Editor-in-Chief	Stanley Moore
Managing Editor	Mildred Kimrey
Business Manager	Scott Parker
Photographic Manager	Justice Strickland
Athletic Editor	Cranford Hoyle

OFFICERS OF THE GLEE CLUB

President	Wm. Moore Rabb
Vice-President	Robert H. Atkins
Secretary	Walter Davis
Business Manager	Justice Strickland
Assistant Business Manager	Sinclair Williams
Librarian	Glenn Robertson

THE MINNESINGERS GLEE CLUB AND ORCHESTRA

The Glee Club, which has been doing splendid work for the past four years, has in its personnel twenty-five young men who prepare a musical program and make a tour of several cities in the state.

OFFICERS OF THE MINNESINGERS

President	Leslie Murphy
Vice-President	Glenn M. Robertson
Secretary	Paul Tew
Business Manager	Currie B. Spivey
Assistant Business Manager	William H. Engemann
Librarian	Marvin Lindley

THE EUPHONIAN GLEE CLUB

The Euphonian Glee Club, which has been doing excellent work, especially for the past year, is composed of thirty-two girls. They give concerts in neighboring towns and schools. Also a home program and special concert work is done.

OFFICERS EUPHONIAN GLEE CLUB

President	Eunice Lindley
Vice-President	Annie J. Ray
Secretary	Edith Trivette
Treasurer	Jean Cochran

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board of nine members, representing equally the Young Wo-

men's Christian Association, the Young Men's Athletic Association and the faculty Literary Club. The Council was organized in 1921 to take charge of the presentation of the two plays which are given annually by the student organizations represented. The ideal of the organization is the presentation of clean, wholesome plays.. Through its efforts a property room has been secured in Memorial Hall in which is stored all the permanent equipment which has been acquired.

THE DEBATING COUNCIL

The Debating Council is composed of six students three from each of the literary societies for men, and one member of the faculty. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

COLLEGE-COMMUNITY CHORUS

The College-Community Chorus was organized in 1928 and is doing wonderful work. It is composed of the members of the Minnesingers and Euphonian Glee Clubs and interested people in the community. It is under the direction of the Music Department of the college. A program is prepared and presented in neary-by towns. Two home concerts are given; one before Christmas vacation and one at commencement.

ATHLETICS

YOUNG MEN'S ATHLETIC ASSOCIATION

The Young Men's Athletic Association is composed of all the young men in college. Realizing that athletics is absolutely necessary for the students, this organization is maintained for the promotion of the same. All members are entitled to the use of the grounds and other association property as well as admittance to all athletic contests. Every one is ex-

pected to take exercise and help in the promotion of pure and sane athletics at Guilford.

Officers of Young Men's Athletic Association

President	Barclay Newlin
Vice-President	Thomas Cheek
Secretary	George Allen
Football Manager	Irvin Davis
Basketball Manager	Alan Stafford
Baseball Manager	John Lippincott
Tennis Manager	Currie Spivey
Track Manager	Rembert Patrick

Football

Football is at Guilford, as in most other colleges, one of the major sports. Last year was by no means an unsuccessful year. This year, with a good schedule already completed, promises to surpass even last year in importance and success.

Baseball

Baseball at Guilford, as in most southern schools, is very popular. Guilford has had marked success in this sport for a number of years, having several state championships to her credit.

Basketball

Basketball at Guilford is one of the main sports, and Guilford has a splendid record. During the past year we won many victories and this year promises to surpass even last year in importance and success.

Tennis

This is a popular game and the number of inter-collegiate contests have been more numerous for the past year or two than ever before. All who wish to play may do so.

Track

Track has recently become a major sport at Guilford and is one of the leading sports of college athletics.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association affords a wide field for recreation. Upon entering all young women are given a physical examination in order to determine what exercise should be given to each individual. Hockey, volleyball, basketball, baseball and tennis are the main sports played. In the gymnasium, courses in coaching are given. Work is planned according to classes, ranging from the elementary drill for Freshmen to the more advanced for the upper classmen. There is opportunity for individual and inter-class competition. Beside the above sports there are track, archery, and hurdling.

In April a spring festival was held consisting of May-pole dances, marches and esthetic work by the four classes. Awards are given according to the point system and points made in any sport counts for award

For 500 points a numeral is given.

For 1,000 points a letter is given.

For 2,000 points a star is given.

For 3,000 points a sweater or silver cup is given.

Officers - Young Women's Athletic Association

President	Mary Ellen Lassiter
Vice-President	Sallie Belle Best
Secretary	Esther Lindley
Basketball Manager	Edna Wofford
Hockey Manager	Ruth Outland
Volleyball Manager	Annie Stanley
Baseball Manager	Leona Guthrie
Track Manager	Lottie Stafford
Hiking Manager	Gertrude Blow
Health Manager	Annie Kate Neal
Archery Manager	Louise Melville
Tennis Manager	Mary Reynolds

COLLEGE SONGS

Hail! dear old Guilford!
Thy loyal sons are we,
And we will ever be
Faithful to thee;
Through every charming clime,
Through all the future time
Our hearts will ever be
Loyal to thee.

Though years may come and go,
Yet still our memory clings
To those dear college days
Of long ago.
None can compare with thee,
And we will ever be,
Until our dying day,
Loyal to thee.

In the North State, at its center,
Stands a college old and fine;
We all love it, 'tis our Guilford,
'Round it ivy doth entwine.

Chorus

Dear old Guilford, dear old Guilford,
How we love thee more each year;
When we're gone from thee forever,
Still thy name we will revere.

At the first poor, timid Freshman,
How we longed at ease to be;
How we trembled, how we toiled,
O'er Physic and Geometry.

But we wiser grew as Soph'mores,
Said such digging did not pay;
And the way we bluffed our teachers,
No one ever knew but they.

Onward we advanced as Juirs,
Cast aside our childish ways;
Found that honest toil and pleasure
Best could fill our college days.

Then, with Senior years advancing,
Alma Mater opens the door
To larger tasks and broader visions,
Which the future has in store.

Then let all who love our college,
Love her, heart and soul and mind;
Seniors, Juniors, Sophomores, Freshmen,
Sing with voices here combined.

Guilford, forever thy name we sing,
Pride of our father, victory we bring
to thee our Alma Mater.

Guilford, forever thy name we sing.
Three cheers for college and college days.
Rah! rah! rah!
GUILFORD,
Guilford for me,
GUILFORD,
Guilford for thee.

ATHLETIC SONG

On men of Guilford
Win the game today
Fight for your colors, the crimson and the gray
Fight, fight, fight,
Fight for your college
Win the game for old G. C.,
O'er the foe let the Quakers go
To Vic-to-ry.

Hit the line for Guilford
For Guilford wins today
We'll show the sons of
That the Crimson still holds sway.
Sweep down the field again *

Victory, or die,
And we'll give the grand old cheer, boys,
As the Guilford team goes by.

COLLEGE YELLS

Icky-Icky-I-y
Micky-micky-mi-my!
Hory, gory, allegory—Guilford—

Polly-go-wax-go-wax-go-wax,
Polly-go-wax-go-wax-go-we.
Rah! rah! rah! Quack, quack, quack!
Who are we for? Guilford!

Rah! Rah!
Crimson and Gray.
GUILFORD!

Boom la yo!
Boom la yo!
Guilford, Guilford,
Ho! ho! ho!

Rah! Rah; Quaker!
G. C. Taker.
Quaker; Taker.
Quaker; Taker.
Whorah; Whoo-rah!
Quaker; Taker.
Thee, Thou, Rah!

Os-che-wow-wow,
 Scitie-wow-wow-, wow-wow.
 G. C. Rah; Rah! G. C. Rah! Rah!

Whoorah! Whoorah!
 Guilford! Rah! Rah!
 G-U-I-L-F-O-R-D
 Guilford! Guilford! Guilford!

COLORS

College	Crimson and Gray
Class of '29	Green and White
Class of '30	Pink and Green
Class of '31	Blue and White
Websterian Society	Silver and Sky Blue
Zatasian Society	Turquoise and Gold
Henry Clay Society	Purple and White
Philomathen Sociey	Brown and White

SCHEDULE OF LARGE BELL

Rising Bell	6:30 a. m.
Breakfast Bell	7:30 a. m.
Chapel Bell	8:55 a. m.
First Assembly Bell	8:00 a. m.
First Lunch Bell	12:05 p. m.
Second Lunch Bell	12:15 p. m.
Assembly Bell	1:15 p. m.
First Dinner Bell	5:30 p. m.
Second Dinner Bell	6:00 p. m.
Study Bell	7:00 p. m.

DIRECTORY

President's Office, No. 1, Memorial Hall.

Treasurer's Office, No. 2, Memorial Hall.

Registrar's Office, No. 4, Memorial Hall.

Office of Dean of Men, first floor to right, middle section, Cox Hall.

Matron's Room, first door to right, main entrance, Founders Hall.

Dining Room, first floor of Founders Hall.

Book Store and Post Office, No. 4, Memorial Hall.

Museum, back part of Memorial Hall.

Auditorium, second floor, Memorial Hall.

Y. M. C. A. Room, right hand entrance, Y. M. C. A. Hall.

Websterian and Henry Clay Literary Society Halls, left hand entrance of Y M. C. A. Hall.

Philomathean and Zatasian Society Halls, end of hall leading west, first floor, Founders Hall.

POINTERS

The post office is the second door to the left on entering Memorial Hall.

Each student will be assigned a particular box in the post office; letters may be mailed any time during the day.

All laundry must be plainly marked. Clothes are collected on Monday morning.

Agents for city laundries will call at your room for laundry.

Mail comes twice a day except Sunday.

The Library is open for all students. Read the regulations in the Library.

The Guilford Battleground is four miles from the college.

The street car line to Greensboro runs within two and one-half miles of the college.

Guilford College Station is one mile from the college.

Automobiles meet trains.

GUILFORD COLLEGE SCORES

[illegible]

MEMORANDUM

MEMORANDUM

MEMORANDUM

MEMORANDUM

GREENSBORO HARDWARE CO.

Everything in the
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High-Class Launderers
and
Dry Cleaners

East Market Street

GREENSBORO, N. C.

To Protect Your Life Insurance

Almost every man with dependents recognizes that life insurance is a fundamental need.

Yet many, while they carry adequate insurance, fail to realize the importance of providing safeguards to prevent loss of the money their beneficiaries will receive.

A LIFE INSURANCE TRUST

protects the principal
and insures the income.

Consult us for details of this plan

THE COMMERCIAL NATIONAL BANK

High Point, N. C.

J. ELWOOD COX, President

C. M. HAUSER Vice-President

V. A. J. IDOL V.-Pres. & Trust Officer

C. H. MARRINER Cashier

E. B. STEED Asst. Cashier

W. T. SAUNDERS Asst. Cashier

J. W. HIATT Asst. Cashier

Capital \$1,000,000

Surplus and Profits \$1,000,000

Guilford College

CENTENNIAL CLUB



New York Office
156 FIFTH AVE., ROOM 1016
PHONE: WATKINS 5845

Headquarters
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

THE OBJECTIVE

The *Guilford Centennial Club* exists for one definite objective only.

It proposes to provide Guilford College a total of \$25,000 each year until 1937; this being the sum needed, in addition to normal operating income, to balance the budget.

The Centennial Expansion Program, to which the College is committed and which is briefly outlined on the next page, is most important and should have the undivided attention and energies of President Binford and the Trustees. These cannot be given if they must be constantly seeking money for the payment of operating expenses.

We believe that by providing this sum we shall make possible the glorious accomplishment of this program in 1937, which is Guilford's Centennial year.

There are no formalities about membership in this Centennial Club. A subscription of any size makes you a member. We urge you to be as generous as you can.

THE COMMITTEE.

(For the names of the Committee, see the last page)

GUILFORD'S CENTENNIAL PROGRAM

The Guilford College Centennial Club is organized to take care of the first item in the program briefly outlined below. The formation of the Club opens the way for the College to enter upon this whole program, the completion of which is set for the year 1937.

1.	The Guilford College Centennial Club organized to raise \$25,000 a year. This balances the budget, and finances the program.	
2.	Increase the Endowment from \$590,000 to \$1,300,000	\$710,000
3.	Building Program:	
	Classrooms and Museum . . .	\$100,000
	Classrooms and Laboratories . . .	100,000
	Gymnasium	65,000
	Gymnasium Equipment	10,000
	Athletic Field	10,000
	Stadium	10,000
	President's Home	20,000
	Infirmery	10,000
	Shop and Store Room	2,500
	Faculty Apartments	17,000
		<u>344,500</u>
4.	Heating Plant and Water Supply:	
	Additional boiler in Central Plant and Extension of Steam Lines	25,000
	Additional Water Supply and Purification Plant	15,000
		<u>40,000</u>
5.	Improvements and Repairs:	
	Memorial Hall	25,000
	Cox Hall—Dormitory	10,000
	Library	10,000
		<u>45,000</u>
6.	Laboratory Equipment:	
	Biology	2,000
	Chemistry	3,000
	Physics	1,000
	Home Economics	2,000
		<u>8,000</u>
7.	Museum	2,500
8.	Elimination of Indebtedness	<u>100,000</u>
Total for Endowment, Buildings, Equipment and Improvements by 1937		\$1,250,000

EXECUTIVE COMMITTEE OF
THE GUILFORD COLLEGE
CENTENNIAL CLUB

WILLIAM C. BIDDLE

President of The Biddle Purchasing Company

The Biddle Service Company

107 Chambers Street, New York City

DAVID H. BLAIR

Former Commissioner of Internal Revenue

Washington, D. C.

GEORGE GORDON BATTLE

Attorney-at-Law

37 Wall Street, New York City

ROYAL J. DAVIS

Chief Editorial Writer for "The Evening Post"

New York City

JOSEPH M. DIXON

First Assistant Secretary of the Interior

Washington, D. C.

HON. O. MAX GARDNER

Governor of North Carolina

Raleigh, N. C.

HENRY GODDARD LEACH

President and Editor of "The Forum"

170 East 64th Street, New York City

MRS. AGNES BROWN LEACH

Chairman of the New York League of Women Voters

170 East 64th Street, New York City

ARLANDO MARINE

Dealer in Building Stone

7 East 42nd Street, New York City

T. GILBERT PEARSON

President of the National Association of

Audubon Societies

1974 Broadway, New York City

HERBERT C. PETTY

Vice-President of The Crocker Wheeler Company

Ampere, N. J.

RALPH W. SOCKMAN, D.D., PH.D.

Pastor of Park Avenue Methodist Episcopal Church

950 Park Avenue, New York City

WILLIAM C. TABER

President of The Urner-Barry Company, Publishers

175 Chambers Street, New York City

L. HOLLINGSWORTH WOOD

Attorney-at-Law

501 Fifth Avenue, New York City

Personality in Education

Education

*Mark Hopkins sat on one end of a log
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
And taught as an elder brother.
I don't care what Mark Hopkins taught—
If his Latin was small and his Greek was naught—
For the farmer's boy he thought, thought he,
All through lecture time and quiz,
"The kind of a man I mean to be,
Is the kind of a man Mark Hopkins is!"*

*Philosophy, languages, medicine, law,
Are peacock feathers to deck the daw.
If the boys who come from your splendid schools
Are well-trained sharpeners or flippant fools,
You may brag of your age and your ivied walls,
Your great endowments, your noble halls
And all your modern features,
Your vast curriculum's scope and reach
And the multifarious things you teach—
But how about the teachers?
Are they men who will stand in a father's place,
Who are paid, best paid, by the ardent face
When boyhood gives, as boyhood can,
Its love and faith to a fine, true man?
No printed page nor spoken plea
May teach young hearts what men should be—
Not all the books on all the shelves,
But what the teachers are themselves.
For education is: Making men;
So is it now, so was it when*

*Mark Hopkins sat on one end of a log
And a farm boy sat on the other.*

—ARTHUR GUITERMAN.

(Reprinted by permission from *The Saturday Evening Post*. Copyright 1922, by the Curtis Publishing Company, Philadelphia, Pa.)

Personality in Education

*No printed page nor spoken plea
May teach young hearts what men should be—
Not all the books on all the shelves,
But what the teachers are themselves."*



Men and women struggle that their children may have more abundant opportunities than did they. These opportunities come mostly through education, but what sort of education?

Are we more concerned about the incidentals, or the fundamentals, in selecting the place where our boy or girl shall receive the educational foundation for life?

In selecting a college for our daughters, what influence means most to us—the “fashionableness” of the institution, or the atmosphere of character that surrounds its faculty?

In selecting a College for our sons, what influence bears most weight—the “advantages” of wealthy or socially prominent associates, or the fiber of Christian manhood that marks the men who teach?

Passing from home to college life, those sons and daughters pass, to a marked extent from the influence of mother and father to the influence of a group of mentors.

Just as our influence as parents is shown in the character of our children as they develop through the earlier years, so their teachers mould their character during the formative period of college life. What influence would you have exerted over your sons and daughters in College?

What sort of man is this “Mark Hopkins”—teacher, mentor and friend of your boy and girl?

*“Are they men who will stand in a father’s place,
Who are paid, best paid, by the ardent face
When boyhood gives, as boyhood can,
Its love and faith to a fine true man?”*

The Guilford Ideal



FROM its beginning ninety-three years ago to the present day, the men and women who have been associated with Guilford College have labored for an ideal—an ideal that has its embodiment in the integrity of character.

They have not desired less of scholarship, nor less of fine manners and athletic vigor, but they have desired more of the honesty of life, the sincerity of purpose, the love and truth and depth of conviction out of which enthusiasm for learning, courtesy and health of mind and body naturally grow. To accomplish these desirable results, first attention has always been given to the quality of the men and women who make up its faculty.

Confident in the belief that, emerging from the environment of home into college life, boys and girls find the truest type of development into normal manhood and womanhood through continued association, Guilford is and always has been a co-educational institution, the oldest in the South.

Situated in a section of marked natural beauty, not in a city, yet never losing touch with the outside world, it has been possible to maintain, to a high degree, the environment and fine traditions of the American home.

In such healthy surroundings, boys and girls, young men and women walk through the realms of history and literature to observe the flow of life through the ages in order to grasp, if possible, the meaning of life today, to see what things abide and what are transient. They give their hearts to a fellowship, that seeks an interpretation of human life through an inspirational study of history and language and the arts and sciences. Directing this study and illuminating it all, is the guiding light of Christianity.

We try to keep before us always the fact that the finest group of buildings cannot constitute a college. The buildings are just a very important accessory. Those who are to teach and be taught must be sheltered and they need books and apparatus. But the first two essentials are good teachers and earnest students. Guilford's ideal is to have both of these and to give them the physical equipment with which to live and work satisfactorily.

Guilford College is located on the Friendly Road in Guilford County, North Carolina. Those who are motoring South can easily visit the campus by driving six miles west from Greensboro. Call on the President and see the students in their morning collection at nine-fifty o'clock.

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When Guilford College is A Hundred Years Old

What shall our college be when it has reached its hundredth year? Other colleges are moving forward. What shall we do?

New Garden Boarding School was opened in August, 1837, and was operated under that name for fifty-one years. In 1888 it became Guilford College. Since then seven of our nine buildings have been erected. After the first survey of the college in 1914, the State Department of Public Instruction placed it on the "A" list.

Seven Years of Progress

- 1924 The endowment campaign for \$375,000 was completed. The preparatory department was discontinued.
- 1925 The Men's Student Council was organized. Freshman Week was established and the survey and orientation course was offered for freshmen.
- 1926 Guilford College was admitted to the Association of Colleges and Secondary Schools in the Southern States. The Department of Economics and Business was established.
- 1927 The college was placed on the list of liberal arts colleges, recognized by the American Medical Association. A central heating plant was built. A Centennial Committee was appointed by the Board of Trustees, with members from the Advisory Committee, the Faculty, and the Alumni. The Department of Psychology and Philosophy was established.
- 1928 After several years of study, the new curriculum was adopted for the purpose of giving unity and definite objectives to the college work.
- 1929 The A Capella Choir was formed. The football team lost only one game out of nine played.
- 1930 An office was established in New York City to promote the Centennial Program.
The Centennial Club was launched.

Also, During the Past Seven Years Definite Gains Were Made as Follows:

1. The assets of the college have grown from \$596,000 to \$1,080,000.
2. The endowment has been increased from \$210,000 to \$590,000.
3. The enrollment has advanced from 245 to 305.
4. The income from endowment was \$12,835 in 1923. In 1930 it was \$33,539.
5. The income from students moved up from \$23,427 to \$36,186.
6. Thirty-six per cent of the alumni have graduated since 1923. The number has increased from 478 to 751.
7. The number of books in the library has grown from 8,700 to 11,600.
8. Most of the buildings have been thoroughly repaired and refinished so that they are in an attractive condition. These are some of the achievements of a seven-year period.

The Coming Seven Years

What shall the next seven years see in the effort to make Guilford the ideal small college?

The progress of the past seven years has been purchased at the price of a debt of a little more than \$100,000. This was due to two factors. First, the necessity for increasing teachers' salaries just after the World War. This taxed all our power to raise endowment and increase the tuition. This was done even to the neglect of our buildings. Finally it was necessary to build a new heating plant and to thoroughly repair our buildings even though we could not, at the time, raise the money for it. In the second place, the standards of operation, required by the Southern Association, cost \$15,000 to \$20,000 a year more than our normal income.

The first task of the new seven years period, leading up to the centennial year, is to provide a sustaining fund so that the college may continue to operate. Then to raise enough endowment, so that the income may be permanently increased and the debt retired. When this is done the new buildings and equipment needed to perfect our plant may be provided. The whole program that is really pressing upon us is outlined on the last page of this folder under the title, "Guilford's Centennial Program."

Three items of this program are already under way. The first item, the organization of the Guilford College Centennial Club, is urgent and imperative for the very life of the college. Under the fourth item, the extension of the steam lines from

New Garden Hall to King Hall, the Library, and Memorial Hall, at a cost of \$9,000, is also imperative this summer. The improvement of the Library under article five in the program, is also thrust upon us, because all available shelf-room for books is exhausted. A considerable amount has already been subscribed to each of these three portions of our program. If we succeed in improving our library and in enlarging its program of service to the faculty and students, we have reason to hope that the Carnegie Corporation will aid us in the purchase of a large number of books.

Although the financial part of our Centennial Program is bound up with all the other phases of our work, the money is not an end in itself. Its only purpose is to make other vital things possible. In fact, the college itself exists only that we may make our contribution to the life of the next generation—that we may serve the youth we love.

Our Centennial Program calls for other activities besides those of money raising, however. Miss Ricks is already collecting historical data. Our library is rich in its collection of original sources for historical studies, but we hope to make it even more valuable along this line. We are also hoping that, before 1937, some one will write a history of Guilford College.

There is also a great deal of work projected for the perfecting of our curriculum and the improvement of our methods in intellectual training and character building.

The committees of the Trustees, the Faculty, and the Alumni are all working on their Centennial Program for the improvement of the college along various lines.

Christian colleges can only be maintained and perfected when a large group of able men and women who, with clear vision and complete devotion, give of their lives, their time and their means to this noble purpose. Guilford College has never been a one-man college. We are anxious for men of great wealth to become interested in our undertaking and to join with us whole-heartedly for a common cause; namely, the production of a well-trained Christian citizenship. But the college is our college. It belongs to a great fellowship of Friends, alumni and others who have studied in its halls. Let us make it satisfy our hearts' desire.

Guilford's Centennial Program

1. The Guilford College Centennial Club organized to raise \$25,000 a year. This balances the budget, and finances the program.		
2. Increase the Endowment from \$590,000 to \$1,300,000 -----		\$710,000
3. Building Program:		
Classrooms and Museum -----	\$100,000	
Classrooms and Laboratories -----	100,000	
Gymnasium -----	55,000	
Gymnasium Equipment -----	10,000	
Athletic Field -----	10,000	
Stadium -----	10,000	
President's Home -----	20,000	
Infirmary -----	10,000	
Shop and Store Room -----	2,500	
Faculty Apartments -----	17,000	344,500
4. Heating Plant and Water Supply:		
Additional boiler in Central Plant and Extension of Steam Lines -----	25,000	
Additional Water Supply and Purification Plant -----	15,000	40,000
5. Improvements and Repairs:		
Memorial Hall -----	25,000	
Cox Hall—Dormitory -----	10,000	
Library -----	10,000	45,000
6. Laboratory Equipment:		
Biology -----	2,000	
Chemistry -----	3,000	
Physics -----	1,000	
Home Economics -----	2,000	8,000
7. Museum -----		2,500
8. Elimination of Indebtedness -----		100,000
Total for Endowment, Buildings, Equipment and Improvements by 1937 -----		\$1,250,000

THE ANNUAL
COMMENCEMENT
of
Guilford College

*At the Close of the Ninety-third year
of Continuous Service*



MAY 31 - JUNE 2, 1930

EVENTS

SATURDAY, MAY 31st

- 3:00 p. m. Campus Committees of the Alumni, Faculty, and Trustees
- 4:00 p. m. The President's Reception to the Senior Class
- 6:00 p. m. Joint Meeting of Committees of the Trustees, Alumni, and Faculty to plan the Centennial Program
- 8:00 p. m. The A Capella Choir in its Home Concert.
Admission 50c and 25c

SUNDAY, JUNE 1st

- 11:00 a. m. Baccalaureate Service—The Rev. John R. Jester
First Baptist Church, Winston-Salem, N. C.
- 6:45 p. m. Vesper Service of the Christian Associations,
Library Steps ----- D. Elton Trueblood
Professor of Psychology and Philosophy

MONDAY, JUNE 2nd

- 10:00 a. m. Commencement Exercises
Conferring of Degrees
Address ----- Dr. Elbert Russell
Duke University, Durham, N. C.
- 1:00 p. m. Alumni and Old Students' Dinner
Annual Meeting of the Alumni Association
Hon. Joseph M. Dixon and others, speakers
- 2:00 p. m. Meeting of the Board of Trustees
- 3:00 p. m. Class-hour with old Professors
- 4:00 p. m. Alumni Tea

COMMENCEMENT PROGRAM

MONDAY, JUNE 2nd, 10:00 a. m.

Procession

Devotional Exercises Samuel L. Haworth

Baccalaureate Address Dr. Elbert Russell
Duke University, Durham, N. C.

Solo—Gloria (*Mana-Zucca*) Max Noah

Announcements and Conferring of Degrees

Closing Prayer

Recession

CANDIDATES FOR DEGREES

Graham Lester Allen
Sallie Belle Best
Beulah Gertrude Blow
Annie Ruth Bullard
Sarah Catherine Cox
Harry Calvin Denny
Lena Gertrude Farlow
Sumito Fukasawa
Evelyn Elizabeth Hayworth
Ruby Gold Johnson
Mary Ellen Lassiter
Eunice Elizabeth Lindley
Lola Mae Monroe
Okel Elwood Moore

Leslie Murphy
Annie Kate Neal
Benjamin Barclay Newlin
Delmas Burton Newlin
Mahlon Hale Newlin
Jay Norman Osborne
Rembert Wallace Patrick
Horace Smith Ragan
Annie Josephine Ray
Currie Byrd Spivey
William Alton Tew
Robert Van der Voort
Norma Belle Wilson
George Aldon Yelverton

MARSHALS

Bunyan H. Andrew, *Chief*

Isabella Jinnette
Mabel E. Ingold

John P. Lippincott
Paul D. Tew

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